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ABSTRACT

Adjunct faculty, that is, part-time instructors employed for a specific purpose who may not be teachers by profession, comprise more than 50% of the total teaching faculty in community colleges. This study investigated what selected community colleges identified as professional development needs of adjunct faculty, and what adjunct faculty themselves perceived as their development needs; and presented guidelines for an adjunct faculty professional development model for community colleges. A Community College Data Form, completed by 29 administrators in 15 Michigan community colleges supplied data on institutional priorities and perceived needs for development as well as demographic characteristics of the colleges. Of the responding administrators, 88% indicated their college did not have a professional development program; a majority of the remaining respondents indicated that their programs were informal. A Needs Assessment Survey was sent to 15% (307) of all adjunct faculty members and was completed by 79% (243). Responses indicated that adjunct faculty felt they needed more information and development activities than they received. A majority responded that a faculty-instructed, departmental program would be the most beneficial, and expressed a need for closer liaison with full-time faculty and college administration. A model development program is outlined and survey instruments are appended. (DR)

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ED172855

PROFESSIONAL DEVELOPMENT FOR ADJUNCT FACULTY IN MICHIGAN COMMUNITY COLLEGES

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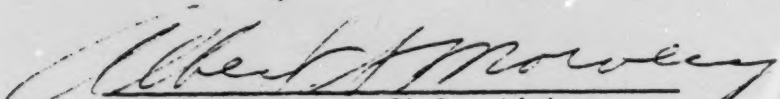

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The Requirements for the Degree of
Doctor of Philosophy

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I share the results of this endeavor with my wife, Marty. Without her love, understanding, and support this study would never have been completed. To my children, Jim and Julie, who gave of their time so dad could study, a very special thanks.

James E. Fent

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	1
	Purpose and Significance	6
	Scope and Limitations	10
	Hypotheses for the Study	12
	Definition of Terms	13
	Organization of Study	14
II.	REVIEW OF RELATED LITERATURE	15
	Historical Review	15
	Adjunct Faculty Identification	17
	Professional Development Program Identification	27
	Summary	36
III.	DESIGN AND METHODOLOGY	38
	Review of the Problem	38
	The Population	38
	Instrument Design	40
	Data Collection	42
	Summary	44
IV.	RESULTS AND ANALYSIS	46
	Characteristics of Reporting Colleges	46
	Professional Development Needs of Adjunct Faculty	53
	Methodology	59
	Program Recommendations	61
	Presence and Status of Professional Development Programming	69
	Respondents Written Comments and Recommendations	80
	Support of Hypotheses	83
	Summary	92
V.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	96
	Introduction	96
	Summary	97
	Conclusions	100
	Implications of this Study	102
	Recommended Research	103
	Recommended Model Professional Development Program for Adjunct Faculty	103

SELECTED BIBLIOGRAPHY. 118

APPENDIX A Letters to Community College Administrators 122

APPENDIX B Cover Letter to Community College Adjunct Faculty. 126

APPENDIX C Follow-up Letter to Community College Administrators 128

APPENDIX D Community College Data Form 130

APPENDIX E Community College Adjunct Faculty Professional Development Needs Assessment Survey . . 132

APPENDIX F Summation of Questionnaire Responses from Community College Administrators 139

APPENDIX G Summation of Questionnaire Responses from Community College Adjunct Faculty. 146

APPENDIX H Recommended Outline for Adjunct Faculty Handbook 153

LIST OF TABLES

TABLE		PAGE
1.	Needs Related to Institutional Policies	.54
2.	Needs Related to Instruction	.55
3.	Needs Related to Administration	.57
4.	Effective Methodologies Reported By Adjunct Faculty	.59
5.	Effective Methodologies Reported By College Administrator	.60
6.	Professional Development Goals	.62
7.	Program Classifications	.64
8.	Program Methodology	.64
9.	Activities That Best Describe the Future Direction Respondents Believe Professional Development Should Take at their Institution	.67
10.	Presence and Status of Professional Development Activities Related to Institutional Policies	.70
11.	Presence and Status of Professional Development Components Related to Instruction	.74
12.	Presence and Status of Professional Development Needs Related to Administration	.77
13.	Frequency Distribution Scores of Sample Groups A and B for Hypothesis One	.84
14.	Kolmogorov-Smirnov Test of Frequency Distribution for Hypothesis One	.85
15.	Frequency Distribution Scores of Sample Groups A and B for Hypothesis Two	.86
16.	Kolmogorov-Smirnov Test of Frequency Distribution for Hypothesis Two	.88

TABLE PAGE

17. Frequency Distribution Scores of Sample Groups A and B for Hypothesis Three 90

18. Kolmogorov-Smirnov Test of Frequency Distribution of Hypothesis Three 91

19. Model Professional Development Program for Community College Adjunct Faculty 111

CHAPTER I

INTRODUCTION

Statement of Problem

Over the past decade, professional development has become a major priority on the campuses of many community colleges. Likewise, the literature on professional development has increased from a handful of documents to an increasing number of articles, monographs and books.

Prior to this recent increase in interest, the "enrollment boom" of the 1960's in community colleges, the lack of trained community college personnel, and the increased employment mobility and faculty turn-over apparently overshadowed the need for professional development programs. It was much easier to search for qualified faculty than to train those already hired. As a Group for Higher Education and Change Magazine stated, "It is harder to improve an existing job than to move to a new one."[1]

The end of the enrollment boom, the lack of job mobility causing an over supply of teaching faculty, new students and their demands for extended and new services, faculty identity crisis, cost effectiveness, and accountability became the major factors forcing community colleges to maximize their use of human resources and have made professional development imperative.

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[1]Alexander Astin, et al. Faculty Development in a Time of Retrenchment, Group for Human Development in Education and Change Magazine. Change, 1974, p. 67.

Each of these factors has surfaced at a time when the community college must commit itself to the role of innovator in the continued, or life long, learning processes of its constituents.

Although these factors may not be unique to community colleges, there is an urgency that does not exist among four year colleges and universities. This is due, in part, to the large number of adjunct faculty now utilized by community colleges. In addition, adjunct faculty teaching within community colleges are less likely to have had previous teaching experience.

The nature of the community college itself demands professional development programs. As the priorities of the community college change according to constituent educational needs, and demands for new competencies are required of community college administrative and teaching faculty, the need to adapt to change and adjust attitudes, values, and perspectives becomes essential. Therefore, professional development programs are no longer the luxury of the wealthier community college. They are a necessity for continued existence of a community college in the late 1970s and early 1980s.

Terry O'Banion indicated the urgency he feels for professional development in community colleges when he stated,

> . . . If the community-junior college is to grow in quality as it has in quantity; if the needs of the minority groups are to be met; if the under educated are to have a second change; if the needs of business, industry, and government are to be provided for; if communities are to be given opportunities for renewal and rehabilitation; if all human beings are to be given opportunities to explore, extend and experience their hopes and dreams; then it is imperative that immediate and considerable attention be given to the educational needs of those who staff 'democracy's college.' For if the staff fails, the college fails.[2]

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[2]Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community-Junior College. Tucson: University of Arizona Press, 1974, p. 83.

Also part of the crisis which community colleges experienced during the early and mid 1970s was a decline in legislative support, and an increase in public dissatisfaction. Community colleges are slowly beginning to respond. They are beginning to appraise the quality of their instructional programs. The results are an increase in professional development for full-time employees. However, instructional quality is affected by the performance of adjunct faculty in the same manner it is affected by the quality of instruction of full-time faculty.

Although professional development has assumed a new sense of importance during the early and mid 1970s, professional development for adjunct faculty is only now beginning to gain prominence.

In recent years adjunct faculty have played an increasingly significant role within community colleges, who rely heavily upon the use of this faculty to teach a large variety of their courses. As the literature search indicated, the majority of faculty at many community colleges are adjunct employees, although they teach fewer courses than full-time employees. There is also evidence that this trend will continue.

Although heavily dependent upon adjunct faculty to carry out the mission of the college, very few community colleges are providing adequate means of assisting these professionals in becoming acquainted with the college they are representing--its philosophy, policies, procedures, programs, and the services that are available to help them carry out their responsibilities. Further, a smaller number of colleges provide minimal assistance in development of professional teaching capabilities.

The specific needs of adjunct faculty, in relation to appropriate

professional development activities and possible weaknesses or deficiencies in professional competence, have not been clearly defined or sufficiently researched. The literature does indicate, however, a general belief that deficiencies are more likely related to a lack of knowledge about the institution, the characteristics of the students they serve, and teaching methodologies rather than a deficiency in the discipline itself.

Although the number is growing, community colleges with professional development programs are in the minority. Community colleges with any form of professional development for adjunct faculty are almost nonexistent.

The adjunct faculty member, introduced into the college with little or no clear definition of his role, becomes bewildered by the environment and by what he hears: "You are the new faculty that will be crucial to the development of the college."

Adjunct faculty bring specialized skills, provide a close link to the world of work, provide a solution to the intermittent growth patterns, and become involved in life-long learning and leisure learning programs. However, due to their lack of professional teacher training and lack of previous classroom experience, most are not prepared to facilitate learning and/or to work with the adult learner.

The task of the community college, and the problem to be studied, is the determination of how these human resources can be developed and how their creative energies can be released so they can play a significant role in the college. In addition, community colleges must determine the most effective ways for administrators, whose responsibility includes the professional development function, to establish a professional development program for adjunct faculty.

It is not only necessary for community colleges to develop this resource, but it is suspected that adjunct faculty desire more information and assistance than is presently available to assist them in meeting their professional responsibilities. They want to become a "part of" the college they represent.

The need for professional development activities for adjunct faculty is becoming apparent, as evidenced in the current literature. Nearly all investigators agree that new adjunct faculty receive a minimal orientation, and that very little is done to assist adjunct faculty to improve their instruction or to formulate a better understanding of the students they serve. The specific needs of adjunct faculty, and an innovative comprehensive delivery system meeting the needs of this group, are not available.

On the basis of past experience, it is suspected that there is an appropriate set of practices which will provide clear information about this function and thereby indicate effective ways and means to establish and maintain professional development activities for adjunct faculty.

Professional development is a complex concept with a great variety of practicing patterns as well as definitions. Two very good definitions have been quoted frequently. Jerry G. Gaff defined professional development as:

> . . . enhancing the talents, expanding the interests, improving the competence, and otherwise facilitating the professional and personal growth of faculty members, especially in their roles as instructors.[3]

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[3]Jerry G. Gaff, Toward Faculty Renewal. San Francisco: Jossey-Bass Publisher, 1975, p. 14.

The other definition is the result of The Confe[illegible]e On Questions and Issues in Planning Community College Staff Development Programs. Participants concluded that professional development should be defined as, "in-service programs designed to improve the professional competencies of those already serving in the community college."[4]

Although accepted and quoted often, neither definition is adequate. Unfortunately, a clear and comprehensive definition of professional faculty development is not available. It can only be said that professional development has come to mean much more than sabbaticals, travel, attendance at conferences, and other more traditional discipline-related means of stimulating and re-vitalizing faculty professionality. The professional development movement has, however, brought renewed attention to teaching and the effects of faculty's teaching and students learning.

Purpose and Significance

Purpose

The purpose of this study was threefold: first, it determined what is presently being done, the priority professional development has within the institution and what community colleges surmise as the professional development needs of their adjunct faculty; second, it determined professional development needs of community college adjunct faculty, as perceived by them; and third, this study presented guidelines for an adjunct faculty professional development model for community colleges.

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[4]James O. Hammons, ed., Proceedings: The Conference On Questions and Issues in Planning Community College Staff Development Programs. Center for the Study of Higher Education. Pennsylvania State University, 1975, p. 14.

Community colleges have taken on a difficult assignment in attempting to meet the varied educational needs of anyone over age 18 who wants to learn. Initially the task only consisted of serving the traditional 18 to 21 year old student. In recent years however, the population has gravitated from late adolesence to early adulthood; there has been an emphasis on continued educational opportunities, an interest in career mobility among adults, and increased competition among 25 to 35 year olds seeking employment. Each has been a contributing factor to the increasing enrollment of adult part-time students in community colleges.

In an effort to accomodate and respond quickly and efficiently to the needs of the older student community colleges, within certain financial boundaries, have opened off-campus extension centers and have dramatically increased the number of adjunct faculty teaching at these extension centers and at their main campuses.

The participation in this research project of both community college administrators and the adjunct faculty they employ will provide an opportunity to examine the specific needs of adjunct faculty as they relate to both the students they serve, many of whom are part-time adult students, and the institutions for which they teach.

In the age of accountability, community colleges must answer for every dollar expended, and more importantly, they must determine what is gained or what outputs have been achieved for those expenditures. There is also emphasis on the costs of alternative resources utilized to gain educational output--commonly referred to as cost benefit analysis.

Although the use of adjunct faculty can easily be measured in terms of dollars spent, the effectiveness in terms of achievement or productivity is a little known quantity. However, community colleges cannot expect a high correlation between achievement and dollars spent without acquainting their adjunct faculty with the institution in which they teach, without preparing them to carry out the mission of the college, or without assisting them to develop improved teaching capabilities.

In terms of accountability, this study discovered what it is that needs to be accomplished in order to improve the educational output of adjunct faculty who represent an alternate resource and cost benefit to the community college.

Although community colleges are capitalizing on the human resources within their community, few have developed a method for fully integrating adjunct faculty into the institution. This research project will provide guidelines for developing such a program.

Significance

The major significance of this study was that of providing an up-to-date analysis for community college administrators charged with the responsibility of professional development for adjunct faculty. In addition, it provides full-time faculty with information necessary to assist their part-time counterparts to succeed in the classroom.

The aforementioned data analysis, combined with a set of guidelines for the establishment of a professional development program for community college adjunct faculty, is relevant and of practical use to community colleges employing adjunct faculty.

This study will directly affect the three major instructional groups within the community college framework: administrators, adjunct faculty, and full-time faculty. Because the importance of, and the need for, a professional development program for adjunct faculty have only recently been recognized, and because the present literature is sparse, community college administrators have a limited knowledge base from which to develop a productive program. Therefore, the accumulation of relevant data, analysis of that data, and an appropriate set of guidelines are not only significant but imperative.

The adjunct faculty, most of whom desire additional information and assistance, will be the most affected group--they will be the target population for the programs ultimately developed by community colleges. Therefore, it is necessary not only to include them in the study, but to provide them with up-to-date information regarding the perceived needs of their counterparts, and the status of programs, at other community colleges.

The third group to be affected by this research project is the full-time faculty teaching in community colleges. They need to be knowledgeable of the needs of adjunct faculty because many will be partially responsible for the development and implementation of professional development programs at their institutions, and will be a significant factor in assisting adjunct faculty to improve their teaching capabilities and successes in the classroom environment.

In addition, this study will also assist in alleviating a significant problem which has arisen within community colleges as a result of the employment of large numbers of adjunct faculty. There is an understandable feeling of anxiety and apprehension among many

full-time instructors within a given institution. However, increased knowledge concerning the rationale for hiring adjunct faculty, if combined with involvement in the development and implementation of programming, will assist in decreasing their fears.

Scope and Limitations

Scope

This study utilized a comprehensive questionnaire designed to determine the perceived professional development needs of adjunct faculty, and to determine the present status of professional development programs for adjunct faculty in Michigan community colleges.

The basic principle which determined that the focus of this study would be upon community college administrators, who were reaponsible for professional development activities, and upon the adjunct faculty teaching in these community colleges was the relationship that exists between these two groups. They are both the focal points of any existing or future professional development program in community colleges. Community college administrators will have the major responsibility for the development and implementation, while adjunct faculty will be the recipient of their efforts. Therefore, an opportunity for input by each group is essential.

The decision to include all of the twenty-nine existing Michigan community colleges, rather than to use a sampling of these colleges, was based upon the need for a wide variance of responses from a variety of colleges—urban, rural, developing and K-14 community college districts. Although each employs adjunct faculty, many for the same reasons, each is unique to some degree in their needs. Rural community colleges, for example, may have a major concern regarding problems of communication since many of their adjunct faculty teach at

centers long distances from the main campus. In contrast, the more centralized urban colleges may not experience the geographic isolation of adjunct faculty which rural colleges experience.

Community colleges, rather than four year universities, were selected for three basic reasons. First, community colleges utilize more adjunct faculty, per capita of full-time instructors, than do universities. Second, adjunct faculty within community colleges are less likely to have had previous teaching experience. Third, the nature of the community college more frequently requires the use of adjunct faculty than do the universities. Community colleges are local colleges and have as one of their major components the responsibility of immediate response to the individual needs of their community. Also, they are the institutions in higher education which are experiencing the fastest growth in enrollments among the non-traditional adult student.

Limitations

The conceptual and methodological shortcomings of this study were due to limitations in geographic scope and in the scope of the instrument.

Because of the large amount of information being requested and the large number of respondents receiving the questionnaire, it was necessary to impose geographic limitations. Therefore, only the twenty-nine community colleges in Michigan were included in the study.

However, it should be noted that the results of this study were representative of most community colleges because Michigan community colleges: (1) represent urban, rural, developing and K-14 community college districts, (2) are experiencing the same enrollment trends community colleges are experiencing nationally, and (3) their utilization of adjunct faculty is

consistent with community colleges throughout the country. Likewise, the guidelines for developing a professional development model may not be applicable to all community colleges. The minimal contribution, however, will be that of providing a foundation upon which a program can be developed and implemented.

Although the survey instrument was comprehensive, its length prohibited the inclusion of questions requiring lengthy written responses which might be appropriate in explaining certain elements or variables unique to a particular college. However, space was provided for written comments, and equally important, an addendum to the questionnaire received by community colleges requested basic information regarding the characteristics of that institution, thereby, reducing the chance of error in analyzing the data received.

Hypotheses for the Study

The following hypotheses were investigated in this study:

H_1: The majority of community college adjunct faculty desire more information and assistance than community colleges provide to assist them in meeting their professional teaching responsibilities, regardless of whether they teach for urban or rural community colleges.

H_2: The majority of community college adjunct faculty consider the professional development activities provided by their respective institutions inadequate in meeting their needs, regardless of whether they teach for urban or rural community colleges.

H_3: The majority of community college administrators consider professional development activities provided by their respective institutions inadequate in meeting the needs of their adjunct faculty, regardless of whether they are employed by an urban or rural community college.

Definition of Terms

The terms defined below were frequently used throughout this study. Although these phrases are commonplace among educators, thier connotations vary between individuals. Therefore, the following definitions refer to their specific use in this study.

1. Community-Junior College: Two year public institutions of higher learning established to meet the educational needs of its community and offering one year certificates and two year terminal and preparatory associate degrees in preprofessional liberal arts and occupational studies.

2. Adjunct Faculty: Part-time instructors employed for a specific purpose, restricted by length of assignment and types of duties and responsibilities who devote less time to instruction and to the activities incidential to teaching at a particular community college than his/her full-time counterpart, and who may not be teachers by profession.

3. Professional Development: All efforts of a community college to orient, train or otherwise promote activities which contribute to the acquisition of skills, knowledge and attitudes needed to satisfactorily perform an assigned task.

4. Continuing (Lifelong) Learning: A return to school for any educational opportunity by youth or adults following their completion or withdrawal from a full-time school or college.

5. Off-Campus (Extension) Centers: A physical facility away from the main campus, either owned or used by a community college to accomodate the educational needs of constituents living long distances from the main campus.

Organization of Study

The purposes of Chapter I were to state: (1) the problem, (2) the purpose and significance, (3) the scope and limitations, (4) the hypotheses of the study, and (5) a definition of terms. Chapter II consists of a review of the literature related to this study. Chapter III presents the design and methodology of the study, with emphasis on: (1) a review of the problem, (2) the population surveyed, (3) instrument design, and (4) data collection procedures. Chapter IV presents the results and analysis of the two survey instruments and support for the research hypotheses. The research project is concluded in Chapter V with a summary of the results, conclusions, recommendations for future research, and a recommended model professional development program.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of available literature as it pertains to the specific area of inquiry of this study: Professional development for adjunct faculty in Michigan community colleges. It presents a historical review and was conducted to determine the general characteristics, advantages, needs and status of adjunct faculty, to locate reports of others studying the subject, and to identify sample professional development programs and recommendations regarding content and methodology.

Historical Review

According to the literature surveyed professional development for full-time faculty is a relatively new concept for community colleges. Only recently have they begun to examine ways in which to prepare their faculty within their own institutions.

The recognition of a need for professional development involving adjunct faculty has emerged even more recently. Therefore, the need for information is great, but unfortunately, the literature is sparse and the programs are few in number. It is, however, a critical need. And, "like most human beings, academics are crisis-oriented. We neither plan for the future nor anticipate change; but given a crisis, we rally to surmount it."[5]

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[5]Clare Rose, Glenn Nyre, and Lenore Marantz, Faculty Development and Evaluation; Organization Development and Change; Institutional Development; Evaluation: Comprehensive Annotated Bibliographies. Evaluation and Training Institute. Los Angeles, California, 1977, p. iii.

The crisis is how to acquaint adjunct faculty with the institutions they represent, and how to improve their teaching capabilities. As Terry O'Banion stated, "all staff members, the mediocre and the highly competent, need continuing opportunities to keep up with the developments in education."[6]

Both adjunct faculty and college administrators recognize the numerous obstacles in attempting to implement "traditional" methods of professional development--lack of availability, greater obligation to other responsibilities, and conflicting schedules are the most prevalent. However, the need for increased utilization of adjunct faculty will continue, and, because adjunct teaching faculty often outnumber their full-time counterpart, community colleges will be searching for and implementing professional development programs in the late 1970s and early 1980s.

Although current literature offers little historically, it does emphasize the need for professional development as evidenced by the 1974 report of the Assembly of American Association of Community and Junior Colleges. The Center for the Study of Higher Education, in conjunction with the College of Education of the Pennsylvania State University, sponsored a Conference on Community College staff development programs. This report contained the following statement. "This assembly urges in the most vigorous terms that community and junior colleges accept staff development as a first rate priority and give it the same total institutional commitment as accorded to its other programs and curriculum."[7]

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[6]O'Banion, Teachers for Tomorrow, p. 101.

[7]Hammons, Proceedings: Conference On Questions and Issues in Planning Community College Staff Development Programs, p. XI.

Adjunct Faculty Identification

Characteristics

Adjunct faculty comprise a large percentage of the teaching faculty in American community colleges. Michael Parsons and David Harris indicated that in 1975, "adjunct (part-time) faculty comprise 35 to 45 percent of the teachers in two-year colleges."[8] John Lombardi's study in 1975 indicated that "Statistics on the number of part-time instructors in two-year colleges confirm that they have become the majority of instructors."[9] The 1977 Community, Junior, and Technical College Directory published by the American Association of Community and Junior Colleges, indicated that nearly 56 percent (111,378) of the total faculty (199,691) were adjunct employees in October 1976.[10]

Adjunct faculty come from a large variety of occupations including firemen, lawyers, accountants, bankers, housewives, engineers, educators, realtors, florists, policemen, and medical doctors. For the majority, teaching at the community college provides a secondary income. The source of adjunct faculty depends greatly upon the subject matter to be taught and the availability of individuals possessing the appropriate education, knowledge and/or skill. A North Carolina survey indicated

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[8]David Harris, and Michael H. Parsons, "Adjunct Faculty: A Working System of Development." Hagerstown Junior College, Maryland, 1975, (ED 115 318). p. 1.

[9]John Lombardi, "Part-Time Faculty in Community Colleges. Topical Paper NO. 54." California University, Los Angeles, 1975. (ED 115 316), p. 15.

[10]Sandra Drake, (ED) 1977 Community, Junior, and Technical College Directory. Washington, D.C.: American Association of Community and Junior Colleges, p. 95.

three main sources: education, business and industry, and housewives.[11]

Several surveys indicated that many adjunct faculty have had little previous teaching experience. In illinois, for example, "28 to 30 percent of the part-time faculty had no previous teaching experience when initially appointed" to the college where they were teaching and the same was reported true of 30 percent in Maryland.[12] Studies also indicated that in addition to less teaching experience than full-time instructors, part-time persons have fewer graduate degrees.[13]

More adjunct faculty teach between 6:00 and 10:00 P.M. when most part-time students, many of whom also work 8-5, are available to attend classes. In addition, many community colleges employ more part-time than full-time teaching faculty, and have more part-time evening students than full-time day students. This means adjunct faculty are the only college representative many students meet.

The percentage of adjunct faculty teaching within American community colleges indicate they are a much needed quantity and are depended upon to bring a special expertise to the community college while assisting them to fulfill their mission.

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[11]Harry L. Cooke, and Allan S. Hurlburt, "Part-Time Faculty Needs Full-Time Support." Community College Review, 4 (Summer 1976), pp. 15-18.

[12]Gerald Kennedy, "Preparation, Orientation, Utilization and Acceptance of Part-Time Instructors." Junior College Journal, 37 (April, 1967), pp. 14-15.

[13]Lombardi, "Part-Time Faculty in Community Colleges," No. 54, p. 29.

Advantages

Lombardi indicated:

> The trend to hire more part-time instructors will likely continue due to the increasing numbers of part-time students, the movement toward off-campus classes in scattered locations, and the growing numbers of unemployed college graduates with teaching majors.[14]

The importance and advantages of continued use of adjunct faculty are many. James Hammons and Louis Bender have recorded the following advantages to community colleges when hiring part-time faculty:

1. They work nights and weekends since they are otherwise employed during the day.
2. Since their responsibilities are usually limited to teaching, they are payed on the basis of the semester or credit hours taught. They usually receive no fringe benefits and require no personal office space.
3. In some instances, adjunct faculty possess skills or experience which are unavailable or not feasible to acquire for salary reasons.
4. Adjunct faculty often afford a logical and efficient way to initiate career programs, or staff single section specialty courses (law, medical, secretarial) where employment of full-time personnel may not be justified.
5. Adjunct faculty can be used to advantage during the fall when enrollment is normally at a peak.
6. The versatility represented by back-up adjunct faculty is important for staffing extra sections created by unanticipated enrollment bulges.
7. Part-timers bring something new to the classroom--a breath of the real world, in the form of day-to-day experience in business, industry, government, or other educational institutions.

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[14] Ibid., p. 1.

8. One of the real unheralded reasons in favor of employing adjunct faculty is the opportunity it allows both the institution and the individual to try one another before either makes a full-time commitment.[15]

John Marsh and Terry Lamb indicated that the benefits of using adjunct faculty can be attributed to two major factors: flexibility and economics.[16] They further developed this thought by stating, "The employment of part-time instructors enables community colleges to respond better to community needs with the financial resources available to them," and "employing part-time instructors enables institutions to meet the community need without entering into a possible long range contract for services which may no longer be required after the immediate need is met."[17]

In summary, the advantages of employing adjunct faculty are financial, geographical, educational and adaptational.

Status

Based upon the literature, adjunct faculty are neglected, forgotten and do not receive full support from the institutions for which they teach. This concern, which is directly related to professional development, has been expressed by numerous writers:

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[15]Louis W. Bender, and James O. Hammons, "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, 43 (October 1972), p. 20.

[16]John P. Marsh, and Terry Lamb, ed., "An Introduction to the Part-Time Teaching Situation with Particular Emphasis on its Impact at Napa Community College." 1975. (ED 125 683), p. 10

[17]Ibid., p. 10

Lombardi reported:

> Part-time instructors are placed in a sink-or-swim milieu. Aside from the name of the text, the location of the classroom, occasionally a course syllabus (and faculty handbook), part-time instructors get little orientation or in-service training.[18]

Cooke and Hurlburt stated:

> Not only do part-time teachers find themselves outside the sphere of professional activities, often they do not receive full administrative support for their classroom instruction. They also had less than complete support from such services as the bookstore, library, media center, student personnel, duplication, and secretarial staff.[19]

Thomas Fryer, Jr. stated that, "part-time faculty members have not been accepted or accorded a proper degree of partnership in the educational program. It is also true that part-time faculty have shouldered much of the load of delievering educational services."[20]

There is a lack of professional development, pre-service, orientation, and in-service. There also seems to be little evidence that adjunct faculty are encouraged to utilize their professional competence in curriculum development or other professional activities, that they are taken into the faculty as a professional equal, or that they are treated by administrators as a valuable professional asset.

Lombardi indicated that improvements are being made and the above deficiencies are not true in all colleges as more college services are being provided. Full-time persons are being assigned to assist

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[18] John Lombardi, Comp.. "Staff Development Programs for Part-Time Occupational Vocational Instructors: An Eric Brief." California University, Los Angeles, 1976. (ED 116 732), p. 3.

[19] Cooke, and Hurlburt. "Part-Time Faculty Needs Full-Time Support." p. 16.

[20] Lombardi, "Staff Development Programs for Part-Time Occupational Vocational Instructors." p. 3.

adjunct faculty, and even office space, faculty manuals and bulletins are becoming more common place.[21]

Although the number is growing, community colleges with professional development programs are in a minority. Community colleges with any form of organized professional development for faculty are almost nonexistent.

Needs

The professional development needs of adjunct faculty are varied, as are the adjunct faculty themselves. Available literature, however, indicated that the following needs are most common to adjunct faculty in community colleges: philosophical commitment and financial support by the college, administrative leadership, an understanding of the community college mission, personal contact with full-time faculty, and a comprehensive professional development program. These are supported in the following summarization:

Hammon stated,

> The first and most critical problem is that of support, support being defined in terms of philosophical commitments in concrete funding.[22]

Terry O'Banion stressed the necessity for commitment from state legislatures, departments of education, community college trustees, administrators, and faculty members in achieving the smoothly functioning, comprehensive staff development program.[23]

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[21]Lombardi, "Part-Time Faculty in Community Colleges." No. 54, p. 27.

[22]Hammons, Conference On Questions and Issues in Planning Community College Staff Development Programs, p. 14.

[23]Ibid., p. 7.

The 1973 Report of the Assembly of the American Association of Community and Junior Colleges stated,

> Poor programs abound for many reasons. One primary reason is the lack of leadership among top administrators. Many presidents and academic deans see in-service education as a one-day orientation session where they welcome new staff to join 'the college family' of distinguished faculty. Or programs are organized by deans and department heads to relay information.[24]

Orientation to the college's philosophy, curriculum, and academic and business procedures, perhaps is the most easily identified need for adjunct faculty. One study of adjunct faculty in four midwestern institutions concluded that part-time faculty were less knowledgeable about the educational environment, less positively committed to junior college education and held less favorable attitudes toward the institution.[25]

Hammons and Bender stressed the need for contact with the full-time teaching faculty. They stated:

> . . . Whereas the majority of full-time staff have had some teaching experience, the adjunct faculty is often a neophyte at teaching. Yet he or she often has no one to call for help . . . .
> . . . many procedural questions or concerns could be resolved by supervisory staff. But, faculty consultation and periodic classroom visitations are virtually nonexistant in many institutions.[26]

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[24]Roger Yerington, ed., Educational Opportunity for All: New Staff for New Students. Report of the 1973 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.: AACJC, 1973.

[25]Lombardi, "Part-Time Faculty in Community Colleges." p. 26.

[26]Bender, and Hammons. "Adjunct Faculty: Forgotten and Neglected." p. 22.

Hammons and S. O. Jaggard emphasized the need for developing an understanding among adjunct faculty about the community college role. The results of their survey indicated that a "lack of faculty understanding of the community college's unique role is still significant, and may seriously hamper or cripple its ability to meet future demand."[27]

In describing the successful instructor in a community college, Wallace Cohen claimed that the instructor needs more than expertise in his field: ". . . he also needs an equally strong understanding of the way students learn, the environment in which this learning is to occur, and the most efficient processes for transmitting learning."[28]

Adjunct faculty themselves have also indicated their needs. For example, a survey at one community college indicated that part-time faculty wanted more assistance on various approaches to teaching and more information about how others teach the course.[29]

Many adjunct faculty members indicated they are isolated. Because full-time faculty have made teaching their profession, they have opportunities for involvement and exchange with others in their profession. They also have more opportunities for interaction with students, and can more easily get professional assistance.

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[27]James O. Hammons, and S. O. Jaggard, "Assessment of Staff Development Needs." Community and Junior College Journal, 47 (November, 1976), p. 21.

[28]Wallace F. Cohen, "Knowing the Student and the College." Community and Junior College Journal, 43 (October, 1972), p. 17.

[29]Robert J. Grymes, Jr., "A Survey and Analysis of Part-Time Instructors at J. Sargent Reynolds Community College Virginia." 1976. (ED 125 687) p. 32.

Adjunct faculty in a Virginia college requested improved communications and increased information on policies and procedures, and a copy of the semester calendar.[30]

Other writers who have made contributions to the current literature have found it more difficult to identify specific needs, but have indicated a need for professional development for adjunct faculty in broader terms.

Neil Williams suggested that "adequate information, assistance, and assurance is paramount" especially for teachers teaching for the first time, because "insecurities are high."[31]

Bender and Hammons believed that "most adjunct faculty teach because they want to, rather than to make a living" and, therefore, "tend to be more receptive to opportunities for self-improvement."[32]

Perhaps the most obvious answer to the question concerning the needs of adjunct faculty, with regard to assistance in the profession of teaching, is that these needs have never been determined. Bender and Hammons, for example, stated that, "College administrators should undertake a thorough study of the perceived needs of incumbent adjunct faculty and the students they serve."[33]

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[30]Ibid., p. 32.

[31]Neil F. Williams, "The Neglected Teachers: The Part-Time Faculty." Adult Leadership, 21 (September 1972), p. 84.

[32]Bender, and Hammons. "Adjunct Faculty: Forgotten and Neglected." p. 22.

[33]Ibid., p. 22.

Some examples of needs derived from a survey of new adjunct faculty members indicated the following procedural and substantive questions:

Procedural:

1. Am I required to keep roll?
2. How do I contact a student who has missed several classes?
3. May I give a break?
4. What do I do for chalk, eraser?
5. What do I do if I miss a class?
6. How do I get a test duplicated?
7. How do I go about ordering a film?

Substantive:

1. If there is no syllabus or textbook for the course, how can I determine the appropriate content?
2. What do I do to get answers to questions I can't answer?
3. Where can I go to get information about the background of students in my class?
4. What is the grading system?
5. If I catch a student cheating, what do I do?
6. What do I do now that half my students failed the first test?[34]

Additional needs cited which are not directly related to professional development but relate to professional teaching activities include office space for meeting with individual students, and a means to make adjunct faculty feel an important member of the college staff.[35]

What needs to be done now, as part of a comprehensive professional development program for adjunct faculty, is to develop a system

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[34] Ibid., p. 21.

[35] B. R. Anderson, "Adjunct Faculty Deserve a Better Deal." Change, 7 (September, 1975), p. 64.

that offers adjunct faculty an opportunity to develop workable and effective relationships with their full-time counterparts without creating a sense of fear among the full-time teaching staff.

The 1973 report of the Assembly of American Association of Community and Junior Colleges suggested that,

> The quality of education in the community college depends primarily on the quality of staff. The hayday of the sixties when increasing enrollments seemed to equate with success is over. Now in the seventies community colleges must consolidate their gains in growth and examine carefully the quality of their staffs. In-service programs will need considerable development for, except in a very few cases, they are poorly organized and in many colleges are nonexistent. Unless, the priority of the future is placed upon persons--the people who staff the peoples college--the community college we know now may cease to exist and the community college we dream of may never come to be.[36]

Based upon even more current writings, this statement can apply to both full-time and adjunct faculty.

Professional Development Programs

Status

In 1967 Gerald Kennedy reported,

> Only two institutions in each state had any identifiable orientation program for new part-time instructors. In the junior colleges where some form of orientation was undertaken, it invariably consisted of a short discussion of administrative and academic regulations by a member of the administrative staff.[37]

Five years ago Bender and Hammons indicated that,

> The literature is full of pleas for more and better pre-service and in-service training for faculty members with article after article written on the need for university

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[36] Yarrington. ed., New Staff for New Students. 1973.

[37] Kennedy, "Preparation, Orientation, Utilization and Acceptance of Part-Time Instructors." p. 115.

> training programs for community college faculty. In spite of the pleas, the authors could only find one reference regarding programs to train adjunct faculty members and that was in a self-study report.[38]

Recent efforts for developing and implementing professional development programs for adjunct faculty vary from a faculty handbook and/or short orientation session to a more comprehensive on-going program. Some examples are:

1. Montgomery College, Maryland -- Each adjunct faculty member receives a description of their responsibilities, academic and administrative procedures, procedures for proposed changes and academic regulations. They also receive a week-to-week guide of faculty responsibilities (i.e. due dates for class lists and reporting grades) and a faculty handbook.[39]

2. Lake Michigan College, Michigan -- On the Saturday proceeding the beginning of the fall semester each adjunct faculty member is invited to a three hour orientation/workshop. Appropriate administrative staff and one full-time teacher from each discipline is requested to attend. The workshop is organized into three distinct activities. First, there is a general session to discuss general procedures and disseminate appropriate information, including an adjunct faculty handbook. Second, each adjunct faculty member meets with his or her full-time counterpart to discuss course content, teaching methodology, etc. Third, all off-campus adjunct faculty meet with the appropriate dean to discuss procedures, special problems which may arise, and communication procedures.

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[38] Bender, and Hammons. "Adjunct Faculty: Forgotten and Neglected," p.22

[39] Part-Time Faculty Handbook," 1975-76. Montgomery College, Rockville, Maryland. (ED 112 980)

3. Lincoln Trail College, Illinois -- Professional development activities are planned for both full-time and adjunct faculty. The major activity is a workshop for both full-time and adjunct faculty. Each instructor also receives a master list of course syllabi. The major problems cited by this report were cost, inconvenience of off-campus programs, and difficulty in finding a suitable time to meet with adjunct faculty.[40]

4. Seminole Community College, Florida -- Developed a fifteen hour workshop designed to assist adjunct faculty skilled in occupational areas but who have no formal instructional experience in current teaching techniques. The workshop is divided into the following concentration areas: introduction and orientation to Seminole Community College and the role of the Institution; an analysis of learning behavior, cognitive style, community college students, and characteristics of an effective instructor; teaching stragegies for large and small groups and individuals; instructional aids; evaluation, and grading; and instructional planning.[41]

5. Hagerstown Junior College, Maryland -- Developed a systematic program to realize the potential of the college's adjunct faculty. The program consists of four parts: recruitment, input, processes, and output. In the recruitment phase, the college utilizes media advertising, screening committees, and recommendations from faculty to secure qualified faculty. The input phase begins with providing the new instructor with the Adjunct Faculty Handbook, which outlines

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[40]Terry O'Banion, "Staff Development at Lincoln Trail College," June, 1974, Washington, D.C.: Educational Resources Information Center, (ED 112 980)

[41]W. F. Elwood, Jr., "The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty." Seminole Community College, Sanford, Florida, 1976. (ED 129 395), p. 119.

college policies and regulations. He also receives a format for course outlines, textbook and supplementary materials. This phase also includes a workshop to initiate communication processes with division chairpersons and other college personnel which consists of a meeting with the associate dean and division chairperson to discuss the course outline, preparation of course objectives, student evaluation, and classroom techniques. The process phase is characterized by extended available auxiliary services and utilization of their professional staffs as consultants to adjunct faculty during evening hours. Other auxiliary services include, accessibility to media and learning centers for student referrals.

Evaluation of the output is provided through objective/subjective student and supervisor evaluations of the adjunct faculty member. Each adjunct faculty member is evaluated during the first semester and annually thereafter. These evaluations provide input for the instructional clinics conducted by faculty.[42]

Recommendations

The need for professional development programs for adjunct faculty has been encouraged by numerous writers as evidenced in the following summarization:

Hammons and Jaggard stated:

> The challenges encountered during the growth era of the 1960s are behind, the challenges of the future, namely those of accomodating to different clienteles, in different ways, with inflation-eroded dollars and doing it well, are ahead. To meet these challenges, growth is once again the key to success. But this time the growth which is needed is not in the bricks and mortar of buildings but

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[42]Harris, and Parsons. "Adjunct Faculty: A Working System of Development." p. 3.

> in the people who work in the college and give it life. Clearly, the future rests in the development of staff.[43]

Richard Wilson agreed:

> The key to success for community and junior colleges will always be the people who work in the colleges. In-service education and organizational development is a must.[44]

The following four sets of recommendations are representative of current literature and have been categorized and listed under the following subheadings for easy identification and clarity of purpose: (1) The need for professional development programs, (2) professional development regarding in-service training, (3) professional development specifically related to adjunct faculty, and (4) program methodology.

Need for Professional Development Programs

The 1975 report on the proceedings of The Conference on Questions and Issues in Planning Community College Staff Development Programs listed the following reasons for establishing professional development programs. Based upon the literature this rationale applies to both full-time and adjunct faculty.

1. . . . The majority of staff now working in two year colleges were employed in the rapid years of the 1960s when thousands of new positions were filled by personnel with little or no previous experience in two year colleges.

2. Few community colleges have provided 'specific training to prepare them for new roles since that time.'

3. 'The need for staff development is thoroughly accentuated by the constantly changing nature of the community college.'

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[43]Hammons, and Jaggard, "Assessment of Staff Development Needs." 47, p. 21.

[44]Richard E. Wilson, "Staff Development: An Urgent Priority." Community and Junior College Journal, 43 (June 1973), p. 69.

4. . . . 'The need for constant improvement in terms of efficiency and effectiveness.'

5. 'Perhaps the greatest reason for staff development lies not in preparing faculty to teach more effectively, or managers to manage more effectively, but in the need for community colleges and those who work in them to become acclimated to the constant need for change.'[45]

Professional Development and In-Service Training

Within the literature related to in-service training several recommendations apply to adjunct faculty. They are:

1. One study of faculty preferences regarding in-service training indicated, "they were opposed to relying on their own reading to learn about the philosophy and goals of the community college," and were "opposed to in-service programs given in a formal fashion," favored teacher meetings as a method of learning about instructional skills," "opposed visiting other community colleges to learn about subject matter," and "favored learning about subject content through prepackaged media."[46]

2. "Teacher attitudes appear to be the greatest determinant of success or failure of the project."[47]

3. "Attempts at the lecture, seminar and workshop approached fell flat. Faculty do not really turn on at the traditional methods of in-service training and teacher orientation."[48]

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[45]Hammons, Conference On Questions and Issues in Planning Community College Development Programs, pp. 15-16.

[46]John E. Croy, "How Do You Feel About In-Service Programs?" Community and Junior College Journal, 44 (November 1973), pp. 28-29.

[47]William G. Ward, "A Review of Literature and Research on In-Service Training for Teachers With Emphasis on Vocation and Technical Teachers." Oklahoma State Department of Vocational and Technical Education, 1972. (ED 073 244), p. 18.

[48]Kenneth C. Shebata, "The Spreading of Winds, The Sprouting of Seeds." Community and Junior College Journal, 44 (November 1973), p. 25.

4. "A massive program of staff development is needed in the areas of, a) understanding the role and mission of the college and b) developing teaching techniques and methods appropriate to the needs of its heterogeneous clientele.[49]

5. "The emphasis on continued in-service education would seem to me to be the most important activity that is assigned to the community college.[50]

6. Hammons, who has conducted numerous faculty workshops (approximately 40 through 1975), in one instance had an opportunity to return six months later to evaluate the effects of his labors. After his evaluation, including a comprehensive questionnaire and follow-up interviews, he composed the following list of recommendations: a) All adjunct faculty must be volunteers; b) the real purpose of any faculty workshop should be made perfectly clear from the very beginning; c) participation in faculty workshop activities must be tied into the institutional reward system for faculty members; d) provide opportunities for those persons involved in the workshops to periodically get together as they begin experimenting; e) at the time a faculty workshop is planned, a follow-up visit by the same workshop leader(s) should be scheduled six months or so later; f) always provide a bibliography related to the workshop topics; g) guarantee the right to fail; and h) do not expect change overnight."[51]

7. "To receive the greatest return or in-service allocation colleges must emphasize evaluation of student learning outcome."[52]

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[49]Virginia R. Keehan, "Orienting Staff to College Goals." Community and Junior College Journal, 43 (October 1972), p. 16.

[50]James L. Wattenbarger, "Staff the Community Colleges: Who, Where, Why, and How." Speech at conference, (April 1971) "Junior College Staffing 1975-80," Illinois State University, 1971. (ED 055 576).

[51]James O. Hammons, "How Effective are Short Term Faculty Workshops?" AV Instructor, 20 (December 1975), pp. 26, 27, 43.

[52]Orland S. Lefforge, "Inservice Training as an Instrument for Change," Florida University, 1971 (ED 055 577), p. 8.

8. The more traditional modes of in-service training need to be replaced with programs that provide help for teachers in their individual classroom.[53]

9. One writer suggests that in planning in-service programs, educators avoid ". . .in-service programs unrelated to the genuine need of staff participants."[54]

Professional Development Related to Adjunct Faculty

The following recommendations specifically relate to adjunct faculty and their role in professional development:

1. "College administrators should undertake a thorough study of the perceived needs of incumbent adjunct faculty and the student they serve."[55]

2. "Adjunct as well as full-time faculty should be involved in the planning, design, implementation and evaluation stages."[56]

3. One purpose of staff development for adjunct faculty should be to have them develop a thorough understanding of their professional responsibilities.[57]

4. The program must be designed to allow for the widest possible participation.[58]

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[53]Lilian G. Katz, et al. "The Advisory Approach to Inservice Training." Illinois University, 1973. (ED 083 158), p. 13.

[54]E. W. Bessent, et al. "Designs for In-Service Education." Austin Texas University, 1967. (ED 011 591), pp. 6-7.

[55]Bender and Hammons. "Adjunct Faculty: Forgotten and Neglected." p. 22

[56]Ibid., p. 22.

[57]Ibid., p. 22

[58]Harris, and Parsons. "Adjunct Faculty: A Working System of Development." p. 3.

5. Techniques found useful in maximizing their benefit to the college include: a) "Use of the buddy system" (assign adjunct faculty to a full-time staff member); b) "publication of an Adjunct Faculty Handbook"; and c) "Scheduling of a brief (one-day or less) workshop at the beginning of each term."[59]

Program Methodology

The most commonly noted methodologies utilized in successful professional programs for both adjunct and full-time faculty include the following:

1. Sharing sessions where faculty discuss their work and exchange ideas; use of simulation demonstration followed by panel discussion; extensive pre-service programming for potential adjunct personnel and use of printed handouts.[60]

2. Organized study groups, classroom visitations, and consultations.[61]

3. Faculty orientation through the mode of packaged self-instructional programs.[62]

4. Orientation sessions, workshops, seminars, consultation with administrators and full-time faculty, and use of a staff development facilitator.[63]

5. Cassette tapes of national leaders discussing important universal problems of American community colleges in the 1970s.[64]

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[59]Bender, and Hammons. "Adjunct Faculty: Forgotten and Neglected." 43, p. 22.

[60]Harmon B. Pierce, "Faculty Development at Burlington County College." Papers presented at "The Pennsylvania State University Conference on Planning Community College Staff Development," July 1976.

[61]Paul Mohr, "Current Research and Development Efforts in Inservice Training and Curriculum Planning for Teacher Evaluation." Office of Education, Department of Health, Education, and Welfare, 1971. (ED 083 148), pp. 6-7.

[62]O'Banion, Teachers for Tomorrow: Staff Development in the Community-Junior College. p. 163.

[63]Charles C. Collins, and Chester H. Case, "The On-Site, Programmatic Approach to Staff Development." 1974. (ED 101 780), p. 9.

[64]O'Banion, Teachers for Tomorrow: Staff Development in the Community Junior College. p. 111.

Summary

According to the literature surveyed, adjunct faculty comprise more than fifty percent of the total faculty teaching in community colleges. The literature also indicates that, historically, adjunct faculty have not been adequately prepared to teach in community colleges. Professional development for adjunct faculty is a relatively new concern with only a handful of institutions reporting any successful attempts. The literature not only suggests that community colleges begin developing and implementing such programs, but views it as a necessity in the late 1970s and early 1980s.

Adjunct faculty come from a large variety of occupations and bring with them special expertise, skills and experience. In general they have less formal teacher education training and less teaching experience than full-time faculty. They are also unable to participate in regular activities available to full-time faculty because of other commitments during day time hours and, therefore, do not always feel "a part" of the college they represent.

The trend to utilize adjunct faculty in the community college will likely continue due to their availability and adaptability, their special skills and expertise, the existence of peak enrollment periods, and financial and geographic reasons.

The present status of adjunct faculty at most community colleges is one of neglect. They typically receive less than full support from administrators, and inadequate support services from the library, bookstore, student personnel and secretarial staff.

The professional development needs of adjunct faculty vary from orientation to college philosophy to assistance in improving their

teaching capabilities. Surveys of adjunct faculty indicate their perceived needs center around more assistance on various approaches to teaching and more information about how others teach the course.

The main recommendation to educators with regard to professional development activities was to undertake a thorough study of the perceived needs of adjunct faculty and the students they serve.

Although the needs and methodologies emphasized differ slightly, the need for professional development for adjunct faculty remains constant throughout the literature.

CHAPTER III

DESIGN AND METHODOLOGY

This study presents a systematic analysis of the facts and a description of the characteristics of Michigan community colleges and their adjunct faculty, as they relate to professional development programming. In addition, this study investigated and determined the differences between community college administrators and adjunct faculty in relation to their perceived professional development needs of adjunct faculty. This study also determined differences between adjunct faculty and college administrators with respect to their perceptions of what is presently being done and what should be done in the future, thereby, obtaining a better understanding of their relative characteristics.

Review of the Problem

The purposes of this study were threefold: (1) to determine the status and institutional priority of professional development programming, and what community colleges surmise as the professional development needs of their adjunct faculty; (2) to determine professional development needs of community college adjunct faculty as perceived by them; and (3) to present guidelines for an adjunct faculty professional development model for Michigan community colleges.

The Population

The population initially requested to participate in this study consisted of one administrator from each of the twenty-nine Michigan

community colleges and 15 percent of thier total adjunct faculty teaching during the 1978 fall semester. Sixteen of the twenty-nine Michigan community colleges participated in this study as requested, while two community college administrators responded but chose not to include their adjunct faculty. The sixteen community colleges participating in this study, and from whom administrative and adjunct faculty responses were received, are listed below.

Alpena Community College, Alpena
Delta College, University Center
Glen Oaks Community College, Centreville
Gogebic Community College, Ironwood
Grand Rapids Junior College, Grand Rapids
Henry Ford Community College, Dearborn
Highland Park Community College, Kalamazoo
Kirtland Community College, Roscommon
Lake Michigan College, Benton Harbor
McComb County Community College, Warren
Mid Michigan Community College, Harrison
Muskegon Community College, Muskegon
Northwestern Michigan College, Traverse City
Washtenaw Community College, Ann Arbor
West Shore Community College, Scottville

A total of 307 questionnaires were mailed to the aforementioned sixteen community colleges for completion by their adjunct faculty. This figure represented 15 percent of the total adjunct faculty teaching at these community colleges. Two hundred forty three completed questionnaires were returned for a response rate of 79 percent.

Instrument Design

Prior to developing the survey instruments, a search was conducted to identify valid, related and previously used questionnaires. This search failed to produce an appropriate instrument. Consultation with experienced administrators and researchers in this area of study indicated the need to construct and field test a questionnaire specifically for this project.

Experienced researchers, community college administrators, and adjunct faculty were consulted and their ideas were incorporated into the final questionnaire design.

The survey instrument was field tested with two community college administrators and six adjunct faculty at each of the two colleges. The field test was personally supervised by the researcher so suggested modifications could be recorded immediately. Consideration was given to all suggestions and recommendations, and appropriate revisions were made during the development of the final questionnaire.

Two major instruments were used in the collection of data for this study. The first was a comprehensive questionnaire completed by both community college administrators and their adjunct faculty. In addition, community college administrators completed a separate, one page, Community College Data Form.

The questionnaire was designed to determine: (1) the perceived professional development needs of adjunct faculty: (2) the perceived presence of these needs in colleges with existing programs; and (3) the perceived status of those needs identified as being present. In addition, the questionnaire included a section on methodology and a

section requesting recommendations in terms of goals, general program characteristics, participation, and future direction.

The initial three components of the questionnaire (need, presence, and status) were related to each of the following major areas of concern:

1. General Information:
   Philosophy, goals, services, equipment, facilities, budgets, and academic policies.

2. Instructional Activities:
   Teaching methodology, course content and objectives, student evaluation, curriculum, availability of remedial programs, advising, and student profiles.

3. Administration:
   Adjunct faculty evaluation, communication, availability of full-time faculty, salary and benefits, recruiting and selecting adjunct faculty, conferences with supervisor, utilization of college committees, and authority and responsibilities assigned adjunct faculty.

The two remaining components of the questionnaire included the following major elements.

1. Methodology:
   Organization, types of activities, and suitable times and locations for programs.

2. Recommendations:
   Program characteristics, administration, structure, participation and future direction.

The Community College Data Form was designed to determine general characteristics, the status of present programming, and the characteristics of the adjunct faculty for each reporting college.

The major components of the data form are as follows:

1. General Characteristics:
   Enrollment, and type of college (urban, rural, K-14 district), number of adjunct faculty employed per semester/quarter, average credit hours taught by individual adjunct faculty per semester/quarter, ratio of adjunct to full-time faculty, previous teaching experience, and average adjunct faculty payment per course.

2. Status of Present Programming:
Present status of professional development programming, and concerns and/or problems experienced in developing professional development activities for adjunct faculty.

Data Collection Procedures

The sequential evolution of the data collection procedures is described in the following paragraphs.

One administrator from each of the twenty-nine Michigan community colleges received a copy of both the questionnaire and data form. Included in this mailing was a letter of explanation requesting he or she review the aforementioned survey instruments and consider participation in this study.

After a pre-determined length of time, designed to afford a sufficient opportunity to review the survey instruments, each college administrator was contacted by telephone to determine their receptivity and willingness to participate. Those community college administrators who agreed to participate were sent additional questionnaires for distribution to adjunct faculty.

The community college administrators receiving the initial request were selected by the traditional responsibilities associated with their position and their probable contact with adjunct faculty. Each administrator, a Vice-President or Dean at their respective institution, was identified by reviewing the Directory of Michigan Institutions of Higher Education, published by the Michigan Department of Education.

To ensure that sufficient data were collected, a determination was made that a minimum of 50 percent of the twenty-nine community colleges must agree to participate. The researcher also determined that a 50 percent return of questionnaires completed by adjunct faculty

would provide a large enough sample to ensure that the analysis and conclusions drawn from this study would be valid. In addition, such a response would provide sufficient data to determine the differences that might exist between community college administrators and adjunct faculty in terms of their perceived professional development needs of adjunct faculty, and their perceptions of present programming.

Questionnaires were mailed to each participating community college with a cover letter thanking them for their participation and setting forth a set of guidelines for the distribution and return of completed questionnaires.

The college administrators distributed questionnaires to a predetermined number (15%) of adjunct faculty teaching at their institution during the 1978 fall semester. Attached to each questionnaire was a cover letter to adjunct faculty explaining the scope and purpose of the study, and instructions for its completion and return. Follow-up letters and telephone calls were conducted at two and four week intervals in an effort to obtain the maximum number of responses.

Upon receipt of the completed questionnaires the results were tabulated and analyzed, and a description of the facts and characteristics of community colleges and adjunct faculty was written. The differences between community colleges were reported, and the differences between community college administrators and adjunct faculty, regarding professional development needs and their perceptions of what is and should be done, were also determined and the results presented.

After analyzing and reporting the above data, replies to the questionnaire were ranked according to frequency of response and guidelines for a model professional development program were

developed and presented. The questionnaire responses ranked for this purpose were those within the following three major categories: need, methodology and recommendations.

The major purpose for establishing the aforementioned guidelines is to present Michigan community colleges with a model professional development program for adjunct faculty that is adaptable to their specific needs. These guidelines may also be applicable to institutions of higher education offering baccalaureate and graduate degree programs, but were not designed for this specific purpose.

Conclusions based upon the questionnaire analysis were developed and, because the findings indicated further study may be necessary, suggestions for additional research were presented. In addition, recommendations for community colleges using the professional development model outlined in Chapter V were also presented.

Summary

Chapter III presented the "Design and Methodology" of this research study. The four major areas covered included: (1) a review of the problem, (2) the population surveyed, (3) instrument design, and (4) data collection.

Eighteen of the twenty-nine Michigan community colleges participated in this study. Administrative and adjunct faculty responses were received from sixteen community colleges, while two community colleges returned only administrative responses. Adjunct faculty returned 243 of the 307 questionnaires for a response rate of 79 percent.

A search to identify a valid and previously used questionnare was unsuccessful. Therefore, the researcher designed and field tested a research questionnaire specifically for this study.

College administrators at each of the twenty-nine Michigan Community Colleges were mailed copies of the questionnaire and the Community College Data Form for their review. Approximately two weeks later each administrator was contacted by telephone to determine their willingness to participate in this study. Those who agreed to participate were mailed additional questionnaires for distribution to 15 percent of their adjunct faculty. Follow-up letters and telephone calls were conducted at two and four weeks intervals in an effort to obtain a maximum number of responses.

CHAPTER IV

RESULTS AND ANALYSIS

The purpose of this chapter is to present the results and an analytical summary of the responses to the aforementioned questionnaire and data form received from Michigan community college administrators and adjunct faculty. In addition, the variances and commonalities between administrators and adjunct faculty responding to the questionnaire are provided.

Characteristics of Reporting Colleges

The initial questions on the Community College Data Form, completed by administrators, were designed to determine pertinent general characteristics of each reporting college. These included identification of their physical location (urban or rural), current headcount enrollment, number of adjunct faculty, average payment per course, credit hours taught by adjunct faculty, ratio of adjunct to full-time faculty, and the percent of adjunct faculty with previous teaching experience.

Secondly, the data form was designed to determine the status of professional development programing for adjunct faculty at each reporting institution. Each college was asked to respond to the following three questions: (1) does your institution have a professional development program for adjunct faculty; (2) if not, does your institution include adjunct faculty in professional development activities provided full-time faculty; and (3) does your institution provide compensation for adjunct

faculty participation in professional development activities?

The third portion of the data form requested a list of key concerns and/or problems each institution had experienced with the development and implementation of professional development activities for adjunct faculty. In addition, space was provided for the title of the individual responsible for adjunct faculty professional development programing.

From the responses, the following information was gathered and presented: general characteristics of reporting colleges, status of professional development programs for adjunct faculty, key concerns of administrators, title of the individual responsible for professional development programing, a summary of the written comments, and support of the hypothesis investigated in this study.

General Characteristics

The eighteen data forms which were returned and analyzed represented nine urban and nine rural Michigan community colleges. Three participating urban colleges also reported that they were members of a K-14 school district.

The reported headcount enrollment ranged from 900 to 17,000 students. Although the data form did not specifically request administrators to supply information regarding the ratio of part-time students to full-time students enrolled at their respective institutions, four schools indicated that between sixty and seventy-five percent of their student population was enrolled part-time. These percentages, combined with the average ratio of adjunct faculty to full-time faculty reported as 5 to 3, supports current literature which indicates: (1) that although adjunct faculty teach fewer courses, the number of adjunct faculty teaching in community colleges is greater than the number of

full-time teaching faculty; and (2) because most adjunct faculty teach evenings when most part-time students are available to attend classes, adjunct faculty are often the only college representative many students meet.

The number of adjunct faculty teaching during the 1978 fall term for Michigan community colleges participating in this study ranged from five to 440. The average number of adjunct faculty per institution was 130.

Sixty-six percent of the colleges reported the average credit hours taught by individual adjunct faculty was six credit hours or less per term. Forty-four percent of the colleges indicated the average workload exceeded six credit hours per term.

The average payment per course provided to individual adjunct faculty varied significantly among reporting colleges, with a range of $550 to $1200. Two community colleges located in heavily populated metropolitan areas, and who reported large student enrollments, provided adjunct faculty with payments ranging from $300 to $650 more per course than the remaining sixteen colleges. Therefore, the majority of the reporting colleges provided adjunct faculty with payments ranging from $550 to $750 per course.

All reporting colleges indicated courses were scheduled by semesters rather than quarters or trimesters. Therefore, discrepancies in workload or payment cannot be attributed to differences in the length of the teaching term.

The responses to the question regarding the percent of adjunct faculty with teaching experience, prior to employment by their respective institutions, ranged from 40 percent to 100 percent with an arithmetical

mean of 76 percent. This average decreases significantly, from 76 percent to 53 percent, when two of the colleges, who reported that 100 percent of their adjunct faculty had prior teaching experience are excluded from the cumulative statistics. This indicates that nearly one-half of the adjunct faculty employed by the majority of the community colleges surveyed never taught prior to their community college teaching experience.

Status of Professional Development Programing

Thirty-nine percent of the community colleges reported that their respective institutions did have a professional development program for adjunct faculty, while 61 percent reported no such program.

An additional five percent of the community colleges reported that adjunct faculty are included in professional development activities that are provided for full-time faculty. Therefore, 44 percent of the respondents provide their adjunct faculty with some form of professional development programing.

Administrative comments suggested that 57 percent of the community colleges claiming the existence of a professional development program for adjunct faculty, do not have a formalized program. They do, however, provide one or more of the following components thereby initiating a positive response to the question.

1. Orientation session with administrative personnel
2. Distribution of faculty handbook
3. Departmental or college-wide meeting of both adjunct and full-time faculty
4. Distribution of a course outline and/or course syllabus

Consequently, only 17 percent of the community colleges offer a formalized professional development program for adjunct faculty.

In response to the question concerning adjunct faculty compensation for participation in professional development activities, all community colleges reported that no form of compensation was provided.

Two administrators provided written statements indicating participation in professional development activities was neither compensated nor mandatory, but suggested that it was expected and considered part of their teaching agreement. In contrast, one community college administrator reported that participation was mandatory, but listed this policy as a major problem.

Problems Experienced By Community Colleges

The problems associated with the development and implementation of professional development activities for adjunct faculty, as reported by community college administrators, are summarized below. The response rate of each identified problem is also included.

Problem	Percent of Response
1. Limited availability of adjunct faculty due to other commitments	61
2. Lack of information with regard to adjunct faculty needs	50
3. Distance as a problem with adjunct faculty teaching at locations other than the main campus	27
4. Too many adjunct faculty	17
5. Mandatory attendance at professional development activities	5

One administrator indicated: "There never have been any problems with adjunct faculty other than making sure someone was there to teach the class."

The final question on the Community College Data Form requested the title of the individual responsible for professional development programing for adjunct faculty. A summary of the responses are listed below.

	Title	Percent of Response
1.	No one is responsible for professional development for adjunct faculty	40
2.	Dean of Instruction/Academic Affairs	33
3.	All Instructional Deans	11
4.	Associate Dean for Community Based Education	5
5.	Department Chairman	5
6.	Dean of Continuing Education	5

Administrator Comments

Written comments submitted by administrators who completed the Community College Data Form further explained the general characteristics and present programing of reporting institutions. A brief summary of these comments follows:

1. Four college representatives reported that their part-time student enrollment exceeded 60 percent (one indicated that 75 percent of their students attended part-time);
2. One person commented that, "although our college has not arrived at a system for adjunct faculty professional development, we have experimented with a three-hour large group orientation with administrative personnel." In addition, printed information was provided all adjunct faculty;

3. One of the college respondents, who reported one program for both part-time and full-time faculty, explained that few part-time persons can participate because of other employment obligations but that they are invited to all professional development activities;

4. Another explained that a course outline and/or course syllabus is distributed to all adjunct faculty prior to the start of each semester;

5. One college representative indicated that departmental meetings with adjunct faculty are held once every year;

6. One college administrator reported that his college mails a faculty handbook to all new adjunct faculty each term;

7. Another college respondent explained the only attempt to meet with adjunct faculty was at a dinner held each spring for all instructional personnel.

Additional comments included:

1. "Presently planning a 'Handbook for Adjunct Faculty.' Adjunct instructors are also invited to contact the appropriate administrator when they have questions."

2. "We provide all new adjunct faculty with an Instructors Manual."

3. "Participation (in professional development activities) is not mandatory but we expect part-time instructors to attend when they're available."

4. "We do not compensate adjunct faculty for participation in staff development, nor is it required, but we consider it part of their teaching agreement."

5. "We have a strong need but have done nothing thus far."

6. "We don't know the needs of our adjunct faculty--Your survey will be of great assistance."

Professional Development Needs

A survey was conducted among Michigan community college administrators and adjunct faculty who were employed to teach degree-objective courses in academic programs during the 1978 fall term. The purposes of the survey were to identify: (1) professional development needs of adjunct faculty, (2) the perceived presence and status of needs in existing programs, (3) program methodology, and (4) recommendations for future program development. The results were used to develop guidelines for a model professional development program for adjunct faculty in Michigan community colleges.

Community college administrators from all sixteen participating colleges completed and returned questionnaires, while 243 of the 307 questionnaires distributed to adjunct faculty representing the aforementioned sixteen institutions were returned and utilized in this study. Therefore, a 100 percent return of questionnaires was realized from community college administrators, and 79 percent of the questionnaires were completed and returned by adjunct faculty.

A description of the results is included in the remaining sections of this chapter.

Needs Related to General Information

Table 1 lists professional development needs of adjunct faculty as they relate to their knowledge and understanding about the institution and its policies. Table 1 also includes the number and percent of both adjunct faculty and college administrators who indicated that these components should be included in a professional development program.

TABLE 1

NEEDS RELATED TO INSTITUTIONAL POLICIES

Need	Adjunct Faculty Responses	Administrator Responses
Academic policy: grading exams, attendance, etc.	199 (81.8%)	12 (75%)
The College: its mission goals and philosophy	184 (75.7%)	11 (68.7%)
Purpose and implications of the open door policy	165 (67.9%)	10 (62.2%)
Characteristics and educational needs of students	179 (73.6%)	10 (62.2%)
Guidance and counseling procedures and responsibilities	199 (81.8%)	6 (37.5%)
Available services: secretarial, duplicating, library, etc.	199 (81.8%)	12 (75%)
Available funds for classroom and/or laboratory supplies	201 (82.7%)	10 (62.2%)
Available use of facilities, office space, conference rooms, etc.	199 (81.8%)	10 (62.2%)

"Guidance and counseling procedures and responsibilities" was the only item that showed a significant difference in perceived need as indicated by adjunct faculty and college administrators. Almost 82 percent of the adjunct faculty believed that this item was important enough to be included in a professional development program for adjunct faculty. Only 38 percent of the college administrators agreed.

Adjunct faculty placed a higher emphasis on knowledge about available funds for classroom and laboratory supplies, and the availability of office space, than did administrators. However, 62 percent of the administrative respondents agreed that both items deserved some attention in professional development programs.

Instructional Needs and Course Assistance

Table 2 indicates the perceived professional development needs of adjunct faculty regarding information and/or assistance related to instruction. The response rates of both adjunct faculty and college administrators were also included in this table.

TABLE 2

NEEDS RELATED TO INSTRUCTION

Need	Adjunct Faculty Responses	Administrator Responses
Teaching methodology	170 (69.9%)	6 (37.5%)
Course objectives	211 (86.8%)	14 (87.5%)
Course content	201 (82.7%)	14 (87.5%)
Preparation of examinations	163 (67%)	8 (50%)
Developmental and remedial programs for students	192 (79%)	12 (75%)

TABLE 2-Continued

Need	Adjunct Faculty Responses	Administrator Responses
Developing audio-visual materials	179 (73.6%)	10 (62.5%)
Developing and using individualized instructional materials	179 (73.6%)	6 (37.5%)
Academic advising: responsibility and procedure	177 (73%)	6 (37.5%)
Preparing classroom presentations and course syllabus	158 (65%)	10 (62.5%)
Evaluating and grading students	165 (67.9%)	12 (75%)

Information about course content and course objectives were identified by both faculty and college administrators as the two most important instruction related professional development needs of adjunct faculty.

Sixty-two percent of the college administrators identified teaching methodology, academic advising, and individualized instructional materials as unnecessary components in professional development programs for adjunct faculty. In contrast, more then 70 percent of the adjunct faculty indicated these items were needed and should be included in a professional development program.

The majority of the adjunct faculty responding to the questionnaire indicated that information about all of the components listed in Table 2 should be included in professional development programs. The majority of administrative respondents only selected seven of the ten components as being appropriate for inclusion in such programs.

Administrative Needs

Table 3 lists possible professional development needs of adjunct faculty as they relate to information about administration. Table 3 also includes the rate of response for each possible need.

TABLE 3

NEEDS RELATED TO ADMINISTRATION

Need	Adjunct Faculty Responses	Administrator Responses
Evaluation of adjunct faculty	221 (90.9%)	14 (87.5%)
Salary schedule, benefits and method & procedure of payment	208 (85.5%)	12 (75%)
Recruiting, selecting and releasing adjunct faculty	177 (72.8%)	8 (50%)
Contract contingencies	213 (87.6%)	8 (50%)
Authority and responsibility assigned adjunct faculty	194 (79.8%)	10 (62.5%)
Conferences with supervisor	187 (76.9%)	12 (75%)
Attendance at departmental meetings	167 (68.7%)	6 (37.5%)
Utilization of college committees	155 (63.7%)	4 (25%)
Availability of full-time faculty to assist adjunct faculty	187 (76.9%)	13 (81.2%)

Almost 91 percent of the adjunct faculty completing the questionnaire, and 88 percent of the administrative respondents, reported that information about the procedure utilized to evaluate adjunct faculty was the most essential administrative professional development need of adjunct faculty. These percentages, when compared to responses in

Tables 1, 2 and 3, indicate that adjunct faculty evaluation was the most desired professional development need of adjunct faculty, and was viewed as the most important need by college administrators.

Adjunct faculty indicated a desire to attend departmental meetings (68.8%) and a need for information about the utilization of college committees (63.7%). Administrative responses of 38 percent and 25 percent, respectively, indicate that they perceive these needs as low priority items.

Seventy-three percent of the reporting adjunct faculty expressed a desire for information about the recruiting and selecting of adjunct faculty, while almost 88 percent felt information regarding contract contingencies was appropriate for inclusion in a professional development program. Only 50 percent of the administrative respondents agreed that either of these components were necessary.

With only one exception, adjunct faculty indicated a greater need for information and assistance in all of the aforementioned categories (tables 1, 2 and 3) than college administrators believed it was necessary to provide. In many instances however, the response rate differed only by a few percentage points.

The need for information about the availability of full-time faculty to assist adjunct faculty was reported as being more important by college administrators than by adjunct faculty. However, the difference was minimal and both agreed that it should be a major consideration.

Methodology

Respondents were asked to indicate the five methods which they believed would be most helpful in providing the information and assistance they reported as desirable in the previous three sections related to professional development needs.

Ranked in order according to the frequency of response, adjunct faculty listed the five methods listed in Table 4 as being the most effective means of responding to these needs.

TABLE 4

EFFECTIVE METHODOLOGIES REPORTED BY ADJUNCT FACULTY

Method	Number and Percent of Response
Printed material	191 (78.6%)
Individual meeting with full-time faculty teaching the same course(s)	179 (73.6%)
Departmental meeting of adjunct and full-time faculty	143 (58.8%)
General meeting of all adjunct faculty	126 (51.8%)
Small discussion groups featuring specific areas of concern	111 (45.6%)

Other responses included the assignment of a full-time "buddy" to assist with questions (35.8%), and that audio-visual programs be made available for individual study (31.6%).

With the exception of the utilization of printed material, the most frequent responses of adjunct faculty recommended personal contact with a full-time college representative. This implied a willingness by adjunct faculty to allot the necessary time required for these experiences.

The five methods which college administrators indicated would most effectively meet the professional development needs of adjunct faculty are listed in Table 5.

TABLE 5

EFFECTIVE METHODOLOGIES REPORTED BY COLLEGE ADMINISTRATORS

Method	Number and Percent of Response
Printed material	15 (93.7%)
Individual meeting with full-time faculty teaching the same course(s)	14 (87.5%)
Departmental meeting of adjunct and full-time faculty	12 (75%)
Assignment of a full-time "buddy" to assist with questions	10 (62.5%)
Audio-visual programs made available for individual study	6 (37.5%)

The sixth most frequent response by administrators was added to the questionnaire by the respondents: individual meetings with the appropriate dean. This methodology received a response rate of 31.2 percent. In addition, 25 percent listed small group discussions as an effective methodology.

The three most frequent administrative responses were identical to those selected by adjunct faculty. Therefore, administrators also emphasized personal contact between adjunct faculty and a college representative, and the use of printed material. Although the methodologies preferred by adjunct faculty and college administrators differed after their initial three selections, the percent of their responses remained consistent. For example, audio-visual programs were selected by 32 percent of the adjunct faculty and 38 percent of the college administrators.

This section of the questionnaire also requested respondents to indicate the times and days/evenings most suitable for the above activities. Fifty-one percent of the adjunct faculty preferred mornings, with the majority (79%) indicating Saturdays as the most suitable day. Twenty-nine percent preferred afternoons, and indicated that any day, Monday through Thursday, would be acceptable. The remaining twenty-three percent indicated that evenings would be best, with a majority (65.8%) indicating Thursday as the best evening for professional development activities.

Administrators responding to the questionnaire selected afternoons as their preference (43.7%), with no clear indication of the most suitable day. Thirty-one percent preferred evening sessions and indicated that any day, Monday through Thursday, was acceptable. Twelve percent preferred Saturday morning, and another 12 percent indicated that they would meet at the convenience of their adjunct faculty.

Program Recommendations

The remaining components of the questionnaire requested recommendations from respondents regarding program characteristics, structure, participation and future direction.

Program Characteristics

Respondents were asked to indicate four goals which they believed should be included in a professional development program for adjunct faculty.

Table 6 lists the goals checked by both adjunct faculty and college administrators, and includes the number and percent of both groups who indicated that these components should be included in a professional development program.

TABLE 6

PROFESSIONAL DEVELOPMENT GOALS

Goal	Adjunct Faculty Responses	Administrator Responses
Orientation to college academic and business procedures	145 (59.6%)	8 (50%)
Orientation to college philosophy	89 (36.6%)	12 (75%)
Orientation to college curriculum	106 (43.6%)	6 (37.5%)
Orientation to college adopted teaching methods	97 (39.9%)	6 (37.5%)
Orientation to college students	85 (34.9%)	13 (81.2%)
Orientation to college equipment, facilities, services and personnel	208 (85.5%)	8 (50%)
Assistance with development of course objectives, content and organization	131 (53.9%)	8 (50%)
Professional training in varied teaching methodologies and strategies	136 (55.9%)	4 (25%)

Orientation to college equipment, facilities, services and personnel was cited as the most important professional development goal by adjunct faculty. In contrast, college administrators selected orientation to college students as the most important goal.

Adjunct faculty selected as their second choice orientation to college academic and business procedures. College administrators indicated this goal as their third choice. Adjunct faculty placed a high priority on training in the area of teaching methodologies and strategies, while administrators indicated it as their last priority.

Adjunct faculty and college administrators agreed on their fourth choice, indicating that assistance with the development of course objectives, content and organization should be a major goal of any professional development program for adjunct faculty. This supports previous responses of both adjunct faculty and college administrators who reported that assistance and information about course content and objectives was a high priority need of adjunct faculty.

With the exception of placing different levels of importance with regard to teaching methodologies and orientation to students, both adjunct faculty and college administrators indicated that the goals of a professional development program should include: (1) information about the college and its personnel, and (2) assistance with the development of course content, objectives and organization.

Program Structure

Questionnaire respondents were requested to identify the program classification that generally characterized the professional development program which would be most beneficial to adjunct faculty. In addition, respondents were asked to indicate the methodology that best described the type of professional development program which would best assist adjunct faculty.

Tables 7 and 8 summarize the responses to the above areas of investigation.

TABLE 7

PROGRAM CLASSIFICATIONS

Type of Program	Adjunct Faculty Responses	Administrator Responses
College-wide program	34 (13.9%)	3 (18.7%)
Departmental program	137 (56.3%)	9 (56.2%)
Individualized program	72 (29.6%)	4 (25%)

The majority of all the respondents agreed that a departmental professional development program would be the most beneficial type of program for adjunct faculty. The second most effective type of program was reported as being individualized, while a college-wide program was rated third.

These results are in direct conflict with the practice of most colleges who reported the existence of professional development programs for adjunct faculty, the majority of which indicated that activities were conducted on a college-wide basis.

TABLE 8

PROGRAM METHODOLOGY

Method of Instruction	Adjunct Faculty Responses	Administrator Responses
Administrative-instructed	77 (31.6%)	3 (18.7%)
Faculty-instructed	116 (47.7%)	13 (81.2%)
Consultant-instructed	27 (11.1%)	- 0 -
Peer-instructed	23 (9.4%)	- 0 -

Eighty-one percent of the college administrators, and nearly 48 percent of the adjunct faculty, reported that a faculty-instructed professional development program would be most advantageous in meeting the needs of adjunct faculty.

An administrator instructed professional development program was the second choice of both adjunct faculty and college administrators, receiving a response of 32 percent and 18 percent respectively. Although this method of instruction was not considered the appropriate method by a majority of the respondents, it was reported to be the primary method used by colleges which indicated the existence of professional development activities for adjunct faculty.

Not one college administrator indicated a preference for consultant-instructed or peer-instructed professional development programs. Only 11 percent of the adjunct faculty reported they preferred a consultant-instructed program, and 9 percent a peer-instructed program.

Participation

In response to the question requesting respondents to indicate if professional development programs should be voluntary or mandatory, 70 percent of the adjunct faculty and 62 percent of the college administrators indicated it should be voluntary.

Four adjunct faculty and one administrator responding to this question provided written comments in an attempt to explain and/or justify their response. These comments are summarized in the following paragraphs.

One adjunct faculty, who indicated that professional development should be voluntary, suggested that, "programs should be individualized to meet the needs of adjunct faculty, rather than compelling them to endure training sessions of materials with which they are already familiar."

Another representative of the adjunct faculty, in support of a voluntary system, reported: "if a teacher doesn't show an interest, don't keep him around." The third member of the adjunct faculty favoring voluntary participation indicated: "if it becomes mandatory, attendance at these activities should be mandatory for the first 3 to 5 semesters."

The only college administrator who provided a written comment suggested that the decision should "depend upon whether or not they [adjunct faculty] have had any previous teaching experience."

Future Direction

The final question requested that respondents indicate the activities which best describe the future direction they believed professional development programing for adjunct faculty should take at their respective institutions. Table 9 summarizes the replies received from both adjunct faculty and college administrators.

TABLE 9

ACTIVITIES THAT BEST DESCRIBE THE FUTURE DIRECTION RESPONDENTS BELIEVE PROFESSIONAL DEVELOPMENT SHOULD TAKE AT THEIR INSTITUTION

Professional Development Activities	Adjunct Faculty Responses	Administrator Responses
Expand and refine present program	82 (33.7%)	8 (50%)
Require and/or reward participation	81 (33.3%)	-0-
Develop modules, films, cassettes and printed materials	48 (19.7%)	3 (18.7%)
Offer more courses, workshops and/or seminars	80 (32.9%)	2 (12.5%)
Develop a closer liaison with full-time faculty	128 (52.6%)	4 (25.0%)
Integrate full-time and part-time professional development programs	90 (37.0%)	5 (31.2%)
Supervise and evaluate more carefully	60 (24.6%)	14 (87.5%)
Organize a professional development committee	26 (10.6%)	3 (18.7%)
Develop manuals and handbooks	94 (38.6%)	10 (62.5%)
Assign responsibility for professional development to a specific person	23 (9.4%)	6 (37.5%)

Adjunct faculty clearly indicated that development of a closer liaison with full-time faculty would be the most important component of any future professional development program. Administrators responding to this question indicated that the key element in future program development would be more careful supervision and evaluation of adjunct faculty.

Although the aforementioned components received a large majority of the responses by the respective respondents, neither adjunct faculty nor college administrators rated the other first choice as a high priority item. However, both groups did select as their first choice a component that requires personal contact between adjunct faculty and a college representative, which is consistent with earlier findings.

Sixty-two percent of the administrative respondents, and approximately 39 percent of the adjunct faculty, indicated that development of a handbook and other printed material would be a significant element in future professional development programing at their respective institutions. These percentages were such that both groups agreed to this component as their second choice.

Fifty percent of the administrative respondents selected expansion and refinement of present programing as an important element for future direction, thereby making it their third choice. Adjunct faculty indicated this component as their fourth selection, with a response of 33.7 percent.

Integration of full-time and part-time professional development programs became the third and fourth selection of adjunct faculty and college administrators respectively.

The remaining components received miminal responses from both adjunct faculty and college administrators, prohibiting determination of a clear pattern necessary to appraise their specific value or place them in order of rank.

Presence and Status of Professional Development Programing

Respondents were asked to indicate the presence, or lack of presence, of professional development activities designed to meet the specific needs of adjunct faculty referred to on the questionnaire. In addition, they were requested to report the status (satisfactory or needs expansion) of professional development activities that were offered.

The results of this portion of the questionnaire are presented in the following paragraphs under the same sub-headings used to report the questionnaire results related to professional development needs of adjunct faculty: (1) general information, (2) instructional needs and assistance, and (3) administrative needs.

General Information Needs

Table 10 indicates the presence and status of professional development activities related to the needs of adjunct faculty regarding their knowledge and understanding about the institution and its policies. The response rate of both adjunct faculty and college administrators are also included in table 10. A narrative describing the relationship to the previously expressed needs of adjunct faculty is presented immediately following the table.

TABLE 10

PRESENCE AND STATUS OF PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO INSTITUTIONAL POLICIES

NEED	Presence In Percent				Status If Present In Percent			
	Is Offered		Isn't Offered		Satisfactory		Needs Expansion	
	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator
Academic policy: grading, exams attendance, etc.	78.6	100	21.4	-0-	78.5	75.0	21.5	25.0
The College: its mission, goals and philosophy	66.6	62.5	33.3	37.5	86.4	80.0	13.5	20.0
Purpose and implications of the open door philosophy	48.9	50.0	51.0	50.0	82.3	37.5	17.6	62.5
Characteristics and educational needs of students	50.2	37.5	49.7	62.5	85.2	83.3	14.7	16.6
Guidance and counseling procedures and responsibilities	44.8	50.0	55.1	50.0	62.3	75.0	37.6	25.0
Available services: secretarial, library, duplicating, etc.	63.7	100	36.2	-0-	71.6	75.0	28.3	25.0

TABLE 10-Continued

PRESENCE AND STATUS OF PROFESSIONAL DEVELOPMENT ACTIVITIES RELATED TO INSTITUTIONAL POLICIES

NEED	Presence In Percent				Status If Present In Percent			
	Is Offered		Isn't Offered		Satisfactory		Needs Expansion	
	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator
Available funds for classroom and/or laboratory supplies	44.0	62.5	66.0	37.5	78.5	80.0	21.4	20.0
Available use of facilities, office space, conference rooms, etc.	48.9	62.5	55.9	37.5	78.5	40.0	21.4	60.0

Adjunct faculty and college administrators previously indicated that information and knowledge about available services was one of the most significant professional development needs related to general information about the institution and its policies. However, this component had the largest variance between adjunct faculty and college administrators in terms of perceived presence. One hundred percent of the college administrators reported this information was available, and 75 percent indicated that what was provided was satisfactory. In contrast, only 63 percent of the adjunct faculty indicated that it was offered, and 28 percent of those who indicated that it was present reported that it needed expansion.

There was also a significant difference in the perceived presence of available information about academic policy. Again, 100 percent of the college administrators completing the questionnaire indicated its presence, while only 78 percent of the adjunct faculty reported that it was offered. In addition, nearly 25 percent of the adjunct faculty who reported its presence indicated that it needed expansion.

A third difference appeared in the area of information about available funds for classroom and/or laboratory supplies. Adjunct faculty indicated that this was their most significant need related to general information, but only 44 percent reported it as being included in a professional development program. Also, more than 21 percent of those reporting its presence indicated that it needed expansion. Sixty-two percent of the college administrators reported its presence, demonstrating another difference regarding the perceived presence of professional development activities.

There were no other observed differences in the perceived presence or status of professional development activities between adjunct faculty and college administrators. However, with the exception of two components, a comparison of Tables 1 and 8 indicated that both adjunct faculty and college administrators believed the professional development needs of adjunct faculty were not adequately provided for in existing professional development activities. The two exceptions were those needs related to the knowledge and understanding of: (1) academic policy, and (2) services available to adjunct faculty. In addition, several respondents who indicated the presence of various professional development components also reported that they needed expansion.

Instructional Needs and Assistance

Table 11 indicates the presence and status of professional development components related to needs of adjunct faculty relative to information about instructional activities. The response rate of both adjunct faculty and college administrators are also included in Table 11. A narrative describing the relationship of their responses to previously expressed needs of adjunct faculty follows the table.

TABLE 11

PRESENCE AND STATUS OF PROFESSIONAL DEVELOPMENT
COMPONENTS RELATED TO INSTRUCTION

NEED	Presence In Percent				Status If Present In Percent			
	Is Offered		Isn't Offered		Satisfactory		Needs Expansion	
	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator
Teaching methodology	21.8	25.0	78.1	75.0	92.4	25.0	8.0	75.0
Course objectives	82.7	81.2	17.2	18.7	71.6	43.7	28.3	37.5
Course content	81.8	81.2	18.1	18.7	59.7	69.2	40.2	30.7
Preparation of examinations	22.6	37.5	77.3	62.5	74.5	100	25.4	-0-
Developmental and remedial programs for students	63.7	62.5	36.2	37.5	90.9	40.0	9.0	60.0
Developing audio-visual materials	43.6	50.0	56.3	50.0	80.1	62.5	19.8	37.5
Academic advising: responsibility and procedure	34.9	12.5	65.0	87.5	72.9	50.0	27.0	50.0
Preparing classroom presentations and course syllabus	29.6	62.5	70.3	37.5	76.3	20.0	23.6	80.0
Evaluating and grading students	35.3	50.0	64.6	50.0	75.5	62.5	24.4	37.5

With the exception of one component, there were no significant differences between adjunct faculty and college administrators regarding their perceived presence of professional development activities related to instruction. Less than 30 percent of the adjunct faculty indicated that information regarding the preparation of classroom presentations and a course syllabus was available, while 62 percent of the college administrators reported it present. However, nearly 80 percent of the administrators who reported it as being included in a professional development program indicated that it needed expansion. This suggested that both adjunct faculty and college administrators are dissatisfied with present programing in this area.

Only three components were identified by the majority of adjunct faculty and college administrators as being present: course content, course objectives, and developmental and remedial programs for students. All three areas received responses similar to the responses indicating need (Table 2). Both the course content and course objective components were also perceived by adjunct faculty and college administrators as being satisfactory. The status of developmental and remedial programs for students was considered satisfactory by more than 90 percent of the adjunct faculty, but by only 40 percent of the college administrators.

In all other instances, adjunct faculty and college administrators agreed that the needs of adjunct faculty, in relation to instructional activities, were not provided by most institutions. However, those institutions that did provide these activities were perceived by the majority as being satisfactory.

In all categories, the perceived professional development needs of adjunct faculty were greater than their perceived presence. This would appear to indicate that the majority of adjunct faculty and college administrators were not satisfied with present professional development activities related to instruction. The professional development activities with the most significant difference between need and presence are listed below:

1. Teaching methodology,
2. Preparation of examinations,
3. Developing audio-visual materials,
4. Developing and using individualized instructional materials,
5. Academic advising responsibilities and procedures,
6. Evaluating and grading students.

Administrative Needs

Table 12 indicates the presence and status of professional development needs related to information about administrative activities. The response rate of both adjunct faculty and college administrators are included, followed by a narrative describing the relationship to previously expressed needs of adjunct faculty.

TABLE 12

PRESENCE AND STATUS OF PROFESSIONAL DEVELOPMENT NEEDS RELATED TO ADMINISTRATION

NEED	Presence In Percent				Status If Present In Percent			
	Is Offered		Isn't Offered		Satisfactory		Needs Expansion	
	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator
Evaluation of adjunct faculty	62.9	81.2	37.0	18.7	66.6	53.8	33.3	46.1
Salary schedule, benefits and method and procedure of payment	76.9	81.2	23.0	18.7	81.8	84.6	18.1	15.3
Recruiting, selecting and releasing adjunct faculty	53.0	75.0	46.9	25.0	67.5	50.0	32.4	50.0
Contract contingencies	55.9	87.5	44.0	12.5	84.5	92.8	15.4	.07
Authority and responsibility assigned adjunct faculty	52.6	81.2	47.3	18.7	87.6	30.7	13.2	69.2
Conferences with supervisor	52.6	62.5	47.3	37.5	70.3	60.0	29.6	40.0
Attendance at departmental meetings	26.7	62.5	73.2	37.5	64.6	40.0	35.3	60.0
Utilization of college committees	24.6	37.5	75.3	62.5	55.0	33.3	45.0	66.6

TABLE 12-Continued

PRESENCE AND STATUS OF PROFESSIONAL DEVELOPMENT
NEEDS RELATED TO ADMINISTRATION

NEED	Presence In Percent				Status If Present In Percent			
	Is Offered		Isn't Offered		Satisfactory		Needs Expansion	
	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator	Adjunct Faculty	Administrator
Availability of full-time faculty to assist adjunct faculty	57.6	100	42.3	-0-	87.8	12.5	12.1	87.5

In all but one instance, the majority of college administrators indicated that their institution did provide administrative related professional development activities to meet the previously expressed needs of adjunct faculty. The exception, information regarding the utilization of college committees, was reported as insufficient by a majority of both adjunct faculty and college administrators. However, it was reported only by adjunct faculty as an important need.

A minimal number of adjunct faculty (26.7%) indicated that information regarding attendance at departmental meetings was provided. In contrast, slightly more than 62 percent of the administrative respondents indicated its presence. However, 60 percent of the college administrators who reported it was present also indicated it needed expansion. Therefore, both adjunct faculty and college administrators were not satisfied with programing in this area.

A small majority of adjunct faculty reported that information about the authority and responsibility assigned adjunct faculty was provided. Of the 53 percent who indicated its presence, more than 13 percent reported that it was unsatisfactory, which suggested that the majority of adjunct faculty were not satisfied. The same is true of college administrators because almost 70 percent of the 81 percent who indicated its presence also reported that its status was unsatisfactory.

A close analysis and comparison of adjunct faculty responses on Tables 1 through 3 and 10 through 12 showed that the perceived needs of adjunct faculty were greater than the perceived presence of professional development activities to satisfy these needs. This was further emphasized by the number of respondents who indicated that the status of existing programs were not satisfactory.

In contrast, college administrators indicated the existance of professional development activities that provided adequate information to satisfy 48 percent of the needs referred to on the questionnaire.

The previous tables indicated that: (1) adjunct faculty considered professional development needs to be of greater importance than did college administrators; and (2) college administrators indicated the presence, or availability, of this information more frequently than did adjunct faculty. This appears to indicate that adjunct faculty recognized a greater need for professional development programs than did college administrators.

Respondents Written Comments and Recommendations

Twelve of the adjunct faculty respondents provided written comments and recommendations on the reverse side of the questionnaire. Statistically this is not a large number, but since comments were voluntary they had some important implications. A summary of these comments is listed below:

1. One respondent suggested that, "community colleges should develop seminars aimed specifically at the needs of adjunct faculty."

2. One person stated: "I find the administrative staff quite accessible and helpful, but not full-time faculty." This person also indicated that "handbooks, guides, cassettes, visual aids, instructions, etc. would be helpful since most adjunct faculty are employed elsewhere."

3. One individual expressed his desire for professional development programs by stating: "Community colleges need such a program. I know very little about the institution that has asked me to teach."

4. One person suggested that the following areas should be "primary considerations" in any professional development program:
   a. Developing an understanding of the school's academic goal in each class;
   b. Understanding the latitude an instructor may have in expanding a course to meet the individual goals of students;
   c. Benefiting from ideas and experiences of other instructors in their academic field;
   d. Understanding the rationale for textbook selection;
   e. Becoming better acquainted with other available sources--audio-visual aids, outside speakers, field trips, library, etc.;
   f. Benefiting from classroom observation and advice.

5. One respondent stated: "I am sure it is difficult to advise, motivate and evaluate adjunct faculty members, particularly those of us at outlying centers. I think that I probably express the thoughts of many off-campus adjunct faculty members when I say that I would like to be more certain that my teaching meets the needs of my students and fits the framework of institutional policies and philosophies."

6. One individual expressed his dissatisfaction by stating: "Part-time faculty are discriminated against in terms of benefits enjoyed by full-time faculty. We're considered temporary employees. Therefore, full-time faculty and administrators do not feel it necessary to become acquainted with part-time faculty, let alone try to help them professionally."

7. Two respondents were apparently concerned about further expectations of their time. One stated: "Please keep in mind that we have other job obligations." The other expressed concern more strongly. "It is not practical to expect adjunct faculty to participate in college affairs other than teaching the classes they were employed to teach."

8. One person indicated he was not made to feel a part of the institution. He stated, "As an adjunct faculty member I have been 'left out' of college affairs. I have never received a handbook, been invited to a meeting or received minutes from divisional meetings. I was hired and more-or-less left to 'flounder'. I really think a professional development program is a real definite need."

9. Three individuals indicated appreciation for the "opportunity to express my adjunct feelings", felt the survey was a "worthwhile experience", and expressed a desire that "something worthwhile will be developed" as a result of this study.

Support of Hypotheses

The first hypothesis was that the majority of community college adjunct faculty desire more information and assistance than community colleges provide in assisting them meet their professional teaching responsibilities, regardless of whether they teach for urban or rural community colleges.

The initial portion of this hypothesis was supported in the proceeding tables since a majority of all adjunct faculty indicated that their needs exceeded the presence of professional development activities designed to satisfy their needs.

To determine if any significant difference existed between adjunct faculty teaching for urban community colleges and those teaching for rural community colleges, the researcher applied the Kolmogorov-Smirnov Test, which tests for difference in frequency distribution of two samples drawn from the same population.

The number of identified variables equals twenty-seven and represent the questions on the needs assessment survey related to institutional policies, instruction and administration. The scores represent the total responses of urban community colleges (Distribution A) and rural community colleges (Distribution B).

Each of the scores for both sample groups was arranged in a cumulative frequency distribution using the same interval for distribution, as shown in Table 13.

TABLE 13

FREQUENCY DISTRIBUTION SCORES
OF SAMPLE GROUPS A AND B
FOR HYPOTHESES I

Number of Identified Variables	Distribution A N = 824	Distribution B N = 849
1 - 3	87	95
4 - 6	102	90
7 - 9	97	93
10 - 12	83	108
13 - 15	94	89
16 - 18	77	89
19 - 21	103	99
22 - 24	86	112
25 - 27	95	74

Distributions A and B were the observed commulative step functions of urban and rural community colleges respectively. The difference between the two sample commulative distributions was determined by subtraction--sample A (SnA) from sample B (SnB).

Table 14 shows the frequency distribution of identified variables for each sample group, and the difference between the two distributions.

TABLE 14

KOLMOGOROV-SMIRNOV TEST OF
FREQUENCY DISTRIBUTION

	Number of Identified Variables								
	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21	22 - 24	26 - 27
SnA	87/824 (.105)	189/824 (.229)	286/824 (.347)	369/824 (.447)	463/824 (.561)	540/824 (.655)	643/824 (.780)	729/824 (.884)	824/824 (0.00)
SnB	95/849 (.111)	185/849 (.217)	278/849 (.327)	386/849 (.454)	475/849 (.559)	564/849 (.664)	663/849 (.780)	775/849 (.912)	849/849 (0.00)
SnA-B	.006	.012	.020	.007	.002	.009	.000	.028	.000

85

The greatest difference (D) by observation was .028. The X^2 value was then calculated by use of the following formula: $X^2=4D^2 \frac{nA\ nB}{nA+nB}$.

The X^2 value equaled 1.25 and was such that, when comared to the Kolmogorov-Smirnov critical value table of significance, this hypothesis was supported.

The second hypothesis was that the majority of community college adjunct faculty consider professional development activities provided by their respective institutions inadequate in meeting their perceived needs, regardless of whether they teach for urban or rural community colleges.

That portion of the hypothesis suggesting that professional development activities were inadequate was supported in tables 10 through 12. To insure continuity, the researcher again applied the Kolmogorov-Smirnov Test to determine if any significant difference existed between adjunct faculty teaching for urban community colleges and those teaching for rural community colleges.

The scores of both sample groups were arranged in the cummulative frequency distribution shown below.

TABLE 15

FREQUENCY DISTRIBUTION SCORES
OF SAMPLE GROUPS A AND B
FOR HYPOTHESES II

Number of Identified Variables	Distribution A N = 555	Distribution B N = 537
1 - 3	50	35
4 - 6	47	67
7 - 9	76	74
10 - 12	52	39
13 - 15	60	74
16 - 18	84	78
19 - 21	49	42
22 - 24	64	48
25 - 27	73	80

The difference between the two sample cumulative distributions was determined by subtracting sample group B, which represented rural community colleges, from sample group A, representing urban community colleges.

Table 16 shows the frequency distribution of identified variables for each sample group and the difference between the two distributions.

TABLE 16

KOLMOGOROV-SMIRNOV TEST OF
FREQUENCY DISTRIBUTION

	Number of Identified Variables								
	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21	22 - 24	25 - 27
SnA	$\frac{50}{555}$ (.090)	$\frac{97}{555}$ (.174)	$\frac{173}{555}$ (.311)	$\frac{225}{555}$ (.405)	$\frac{285}{555}$ (.513)	$\frac{369}{555}$ (.664)	$\frac{418}{555}$ (.753)	$\frac{482}{555}$ (.868)	$\frac{555}{555}$ (.000)
SnB	$\frac{35}{537}$ (.065)	$\frac{102}{537}$ (.189)	$\frac{176}{537}$ (.327)	$\frac{215}{537}$ (.400)	$\frac{289}{537}$ (.538)	$\frac{367}{537}$ (.683)	$\frac{409}{537}$ (.761)	$\frac{457}{537}$ (.851)	$\frac{537}{537}$ (.000)
SnA-B	.025	.015	.016	.005	.025	.019	.008	.017	0.00

88

The greatest difference (D) occured in variables 1 - 3 and 13 - 15, and equaled .025. The X^2 value, determined by the aforementioned formula, equaled .682. This figure, when compared to the Kolmogorov-Smirnov critical value table of significance, indicated no significant difference between urban and rural community colleges, thereby supporting the second hypotheses.

The third hypotheses said that the majority of community college administrators considered professional development activities provided by their respective institutions to be inadequate in meeting the needs of their adjunct faculty, regardless of whether they were employed by urban or rural community colleges.

Tables 10 through 12 indicated that the majority of college administrators did consider their respective professional development activities insufficient in meeting the majority (52%) of the adjunct faculty needs identified in the questionnaire. This supports part of the third hypotheses. The Kolmogorov-Smirnov Test was utilized a third time to determine if any significant difference existed between college administrators from urban community colleges and those from rural community colleges.

Each of the scores from both sample groups was arranged in a commulative frequency distribution, as indicated in Table 17.

The difference between the two sample commulative distributions was determined by subtracting sample group B from sample group A, representing rural and urban community colleges respectively.

Table 18 shows the frequency distribution of identified variables for each sample group and the difference between the two distributions.

TABLE 17

FREQUENCY DISTRIBUTION SCORES
OF SAMPLE GROUPS A AND B
FOR HYPOTHESES III

Number of Identified Variables	Distribution A N = 32	Distribution B N = 31
1 - 3	3	3
4 - 6	2	4
7 - 9	4	5
10 - 12	4	2
13 - 15	6	4
16 - 18	7	4
19 - 21	3	3
22 - 24	1	2
25 - 27	2	4

TABLE 18

KOLMOGOROV-SMIRNOV TEST OF
FREQUENCY DISTRIBUTION

	Number of Identified Variables								
	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21	22 - 24	25 - 27
SnA	$\frac{3}{32}$ (.093)	$\frac{5}{32}$ (.156)	$\frac{9}{32}$ (.281)	$\frac{13}{32}$ (.406)	$\frac{19}{32}$ (.593)	$\frac{26}{32}$ (.812)	$\frac{29}{32}$ (.906)	$\frac{30}{32}$ (.937)	$\frac{32}{32}$ (.000)
SnB	$\frac{3}{31}$ (.096)	$\frac{7}{31}$ (.225)	$\frac{12}{31}$ (.387)	$\frac{14}{31}$ (.451)	$\frac{18}{31}$ (.580)	$\frac{22}{31}$ (.709)	$\frac{25}{31}$ (.806)	$\frac{27}{31}$ (.870)	$\frac{31}{31}$ (.000)
SnA-B	.003	.069	.106	.045	.013	.103	.100	.067	0.00

91

The greatest difference (D) occurred in variables 7 - 9 and equaled .106. The X^2 value equaled .692, and, when compared to the Kolmogorov-Smirnov critical value table of significance, the third hypothesis was supported.

Summary

Chapter IV presented the results of the Community College Data Form completed by administrators, and the results of the questionnaire completed by both community college administrators and adjunct faculty. The major areas covered by the aforementioned instruments included: (1) characteristics of participating colleges, (2) professional development needs of adjunct faculty, (3) methodology, (4) program recommendations, and (5) presence and status of professional development programing. In addition, this chapter reported the written comments and recommendations of respondents, and presented support of the hypotheses.

The Community College Data Form was designed to determine selected general characteristics of reporting Michigan Community Colleges and the status of their professional development programs for adjunct faculty. Participating colleges represented urban, rural and K-14 school districts with enrollments ranging from 900 to 17,000 students. The average ratio of adjunct faculty to full-time faculty was reported as 5 to 3, and the number of adjunct faculty ranged from five to four hundred.

Sixty-six percent of the adjunct faculty teaching for reporting colleges had previous teaching experience. Thirty-nine percent of the respondents described informal professional development activities such as the use of a faculty handbook and orientation sessions. Another 5 percent reported that they included adjunct faculty in professional development activities provided full-time faculty.

All reporting colleges indicated that they did not compensate adjunct faculty for participation in professional development activities provided full-time faculty.

The two most common problems associated with the development and implementation of professional development activities for adjunct faculty were: (1) limited availability of adjunct faculty, and (2) lack of information with regard to adjunct faculty needs.

Forty percent of the respondents indicated that no one was responsible for professional development programing for adjunct faculty at their institutions. Another 33 percent reported that the Dean of Instruction had this responsibility. The remaining colleges assigned this function to a variety of school officials.

A close analysis of the questionnaire results indicated that adjunct faculty reported the need for additional assistance more frequently than did college administrators. In addition, a larger percentage of adjunct faculty than college administrators indicated that the adjunct faculty needs referred to on the questionnaire were necessary components of a professional development program. These results, therefore, could be interpreted to suggest that adjunct faculty recognized a greater need for professional development programs than did college administrators.

Both college administrators and adjunct faculty emphasized the need for personal contact between adjunct faculty and a college representative. The majority of all respondents also agreed that the goals of a professional development program should include: (1) information about the college and its personnel, and (2) assistance with the development of course content, objectives and organization.

Faculty-instructed departmental professional development programs were considered by both groups of respondents as the most beneficial. In contrast, the majority of participating colleges indicated that professional development activities were conducted on a college-wide basis, and by their administrative staff.

Adjunct faculty and college administrators agreed that participation in professional development activities should be voluntary.

Adjunct faculty indicated that the most important component of future professional development programs at their respective institutions would be the development of a closer liaison with full-time faculty. Administrators indicated that the key element would be more careful supervision and evaluation of adjunct faculty.

Each of the hypotheses were supported by an analysis of the questionnaire results and use of the Kolmogorov-Smirnov Frequency Distribution Test. The results supported the following hypotheses:

1. The majority of community college adjunct faculty desire more information and assistance than community colleges provide in assisting them to meet their professional teaching responsibilities, regardless of whether they teach for urban or rural community colleges.

2. The majority of community college adjunct faculty consider professional development activities provided by their respective institutions to be inadequate in meeting their perceived needs, regardless of whether they teach for urban or rural community colleges.

3. The majority of community college administrators consider professional development activities provided by their respective institutions to be inadequate in meeting the needs of their adjunct faculty, regardless of whether they were employed by urban or rural community colleges.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter I presented a comprehensive statement of the problem whereas, Chapter II presented a review of available literature related to the specific topic of inquiry. Chapter III presented the design and methodology utilized in the study.

A survey of Michigan community college administrators and adjunct faculty was then conducted to determine the professional development needs of adjunct faculty, the presence and status of identified needs in existing programs, possible program methodology, and to obtain recommendations for program activities and future program development. In addition, college administrators completed a Community College Data Form designed to determine pertinent general characteristics of each reporting college. The results and analysis of both instruments were presented in Chapter IV.

The following paragraphs are a summary of the findings of the literature review and each of the aforementioned areas of investigation. In addition, conclusions based upon the findings, implications of the study, and recommendations are presented in this chapter.

Summary

Literature Review

The literature review disclosed that the larger number of instructors in community colleges are adjunct personnel and, although they teach fewer hours than full-time faculty, they are nevertheless involved in educating many of the community college students attending their respective institutions. These adjunct faculty bring a special expertise and experience to the classroom but have less experience and training in professional teaching methodologies than do full-time faculty. In addition, they often are not familiar with college philosophy, policies, and procedures. Adjunct faculty want assistance, especially regarding approaches to teaching, information about how others teach the same course, and enough information about college policies and procedures to enable them to satisfactorily carry out their professional responsibilities.

While needs for orientation and professional assistance are cited by many writers, they generally agreed that the problems encountered in implementing activities have not been addressed. There is even a question as to whether college administrators have adequately planned for the recruitment, supervision, evaluation, and support of these employees. The activities which are planned in some institutions are mainly orientation-type activities such as provision for a adjunct faculty handbook, orientation sessions, and departmental or individual meetings. A few schools are also using such means as campus tours, films about the college, and television and cassette tapes of nationally known educators discussing the functions and problems of the community colleges, to assist with their orientation of adjunct faculty. An

even smaller number of schools are making efforts in the area of professional development activities aimed at assisting adjunct faculty in furthering their teaching capabilities.

Community College Data Form

The Community College Data Form, completed by college administrators, supported several findings of the literature search. Eighty-eight percent of the colleges reported employing more adjunct faculty than full-time faculty, with a majority of the adjunct faculty teaching less than six credit hours per term. Eighty-eight percent of the colleges also reported that only slightly more than one half (53%) of their adjunct faculty had previous teaching experience.

A majority of the respondents reported that they did not have a professional development program for adjunct personnel. Of the remaining 39 percent reporting some activities, 57 percent described them as informal, such as use of an adjunct faculty handbook, an orientation session, and distribution of course outlines. The remaining 17 percent indicated more formalized programs.

One college administrator reported that participation in professional development activities for adjunct faculty was mandatory, but also listed this policy as a major problem at his institution. All other colleges indicated that participation by adjunct faculty was voluntary.

All reporting colleges indicated that no extrinsic incentives or rewards were provided to those adjunct faculty for participation in professional development activities.

The problem associated with the development and implementation of professional development activities for adjunct faculty, as reported by college administrators, were limited availability of adjunct faculty due to other commitments, lack of information with regard to adjunct faculty needs, faculty teaching at locations other than the main campus, and too many adjunct faculty.

Survey of College Administrators and Adjunct Faculty

The questionnaire of college administrators and adjunct faculty teaching degree-objective courses during the 1978 fall term was returned by 100 percent of the administrators and 79 percent of the adjunct faculty. The survey was aimed at determining adjunct faculty's perceived professional development needs, perceived presence and status of existing programs, program methodology, and recommendations for program activities and future program development.

The results indicated that adjunct faculty, like those reported in other studies, believe that they need more information and assistance. College administrators agreed with the observation but to a lesser degree.

Adjunct faculty indicated that each of the needs identified in the questionnaire were not being adequately provided by the college for which they taught. College administrators agreed that 52 percent of these needs were not included in professional development activities provided by their respective institutions. They did, however, report that they believed the remaining 48 percent were covered sufficiently in existing activities or materials provided to adjunct faculty.

A majority of both groups responding to the questionnaire agreed that a departmental professional development program would be the most beneficial type of program for adjunct faculty. They also agreed that a faculty-instructed program would better meet the needs of adjunct faculty than administrative instructed programs.

College administrators and adjunct faculty indicated that personal contact between adjunct faculty and a college administrator was the key to future success. However, adjunct faculty expressed a need for developing a closer liaison with full-time faculty, while college administrators emphasized more careful supervision and evaluation of adjunct faculty.

Conclusions

The researcher believes that, as a result of this study, and insofar as the techniques used in this investigation are valid, the following conclusions may be drawn.

1. Community colleges rely heavily on the use of adjunct faculty.

2. Although dependent upon adjunct faculty to help carry out the mission of the college, few community colleges are providing adequate means of assisting these professionals in becoming acquainted with the college they represent--it philosophy, policies, programs and services. An even smaller number of community colleges provide any assistance in development of their professional teaching capabilities.

3. Several researchers, college administrators and adjunct faculty have acknowledged the need for professional development activities for adjunct faculty, but innovative means for meeting the needs of this group are difficult to locate.

4. Adjunct faculty desire more information and assistance than is provided by community colleges to help them carry out their responsibilities.

5. Both adjunct faculty and college administrators recognize numerous obstacles in attempting to implement "traditional" methods of professional development. Those obstacles cited most frequently include: lack of availability for group activities, greater obligation to other responsibilities, unknown needs of adjunct faculty, and the use of too many adjunct faculty.

6. College administrators are somewhat more satisfied with their present professional development activities than are adjunct faculty.

7. Both adjunct faculty and college administrators agree that future professional development activities require increased personal contact between adjunct faculty and a college representative.

Implications of this Study

This study should be especially useful for those seeking information about adjunct faculty in community colleges, those attempting to identify professional development needs of adjunct faculty teaching in community colleges, those planning professional development programs for adjunct faculty, and those interested in conducting further research in this area.

This study will directly affect the three major groups within community colleges: administrators, adjunct faculty, and full-time faculty. Administrators need the information presented in this research project to assist them with the development and implementation of professional development programs for adjunct faculty. Adjunct faculty, who will be the target group for programs developed by community colleges, need up-to-date information regarding the perceived needs of their counterparts and the status of programs at other community colleges. Full-time faculty need to be knowledgeable of the needs of adjunct faculty since full-time faculty will be partially responsible for the development and implementation of programs at their institution. Full-time faculty will also be a significant factor in assisting adjunct faculty to improve their teaching capabilities.

This study may also directly affect the teacher education departments of colleges and universities offering baccalaureate and graduate degree programs. These institutions have been invaluable in preparing administrative and teaching faculty for employment within community colleges. They have also been responsible for developing and implementing in-service training programs for full-time community college employees. It would appear that their expertise in the area of teacher

training could be an important aid in assisting community colleges develop programs designed to improve the teaching capabilities of adjunct faculty.

Recommended Research

Additional research projects need to be conducted for the following reasons:

1. To supplement the findings of this study and the findings cited in the literature review. (Specifically, future studies should emphasize the needs of adjunct faculty and include the needs of the students they serve. This is of primary importance if community colleges intend to implement professional development activities designed to assist adjunct faculty with improvement of their professional teaching capabilities.)

2. To obtain a more accurate picture of the role of adjunct faculty by identifying the number of courses taught by adjunct faculty compared to those taught by full-time personnel.

A Recommended Model Professional Development Program For Adjunct Faculty

The researcher proposes a professional development program designed to meet the identified needs of adjunct faculty, based on the literature review, and the survey of Michigan community college administrators and adjunct faculty. This proposal includes both short-range and long-range goals and is specific in some instances but intentionally non-specific in other respects to allow for individual institutional differences.

It is important that any professional development program, and its administrative structure, remain consistent with college goals, organization, policies and procedures. Therefore, individual community colleges may need to revise the administrative structure and program content accordingly.

The guidelines established for the development of the proposed professional development model for community colleges are as follows:

1. The program should be systematic and specific enough to establish definite plans but flexible enough to allow for long-range development.

2. The program should involve adjunct faculty in the planning and design stages as well as the implementation and evaluation process.

3. The program should provide for a clearly delineated purpose, understood by both administrators and program participants.

4. The program should provide for clearly established responsibility for all planning, implementation, and evaluation.

5. The program should provide activities which enable participation in the most essential activities by all adjunct faculty, and participation in other activities by the largest number possible.

6. The program should be relevant, convenient, appropriate, practical, interesting, and beneficial as perceived by those for whom it is planned.

7. The program should make efficient use of the time of both the participants and those responsible for the program.

8. The program should provide for the creative utilization of current resources rather than requiring a prohibitive budget.

9. The program should be implemented in a personalized manner so adjunct faculty feel that they play an important role in the college's mission.

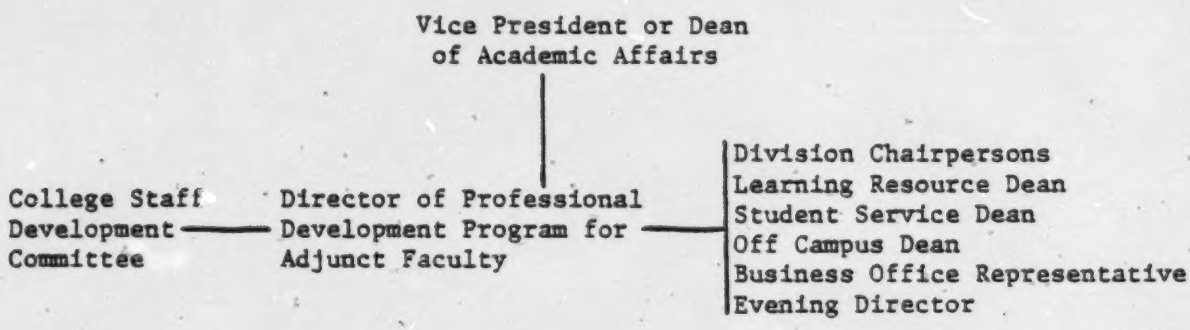
10. The program should provide for interaction between adjunct faculty and full-time faculty.

Administrative Structures

The Vice President or Dean of Academic Affairs should be charged with the overall responsibility for the professional development program for adjunct faculty. This individual, or his appointee, should be considered the Director of Professional Development for Adjunct Faculty, with the primary responsibility for coordinating the planning, design, implementation, and evaluation of the program.

If a community college has a staff development committee responsible for professional development for other college personnel, the Director should be a member and should coordinate the adjunct faculty program in consultation with that committee.

Working with the Director should be a group of persons, each of whom should be delegated specific responsibilities for certain aspects of the professional development program for adjunct faculty. Members of this group should include: Division Chairpersons, Dean of Student Services, Dean of Learning Resource Center, a representative of the Business Office, Dean of Off-Campus Programs, and the Evening College Director. The following diagram illustrates the aforementioned relationships.



The delineation of responsibilities within the group working with the Director are directly related to their positions within the institution.

Division Chairpersons, who often assist their Dean with the hiring, supervision, and evaluation of adjunct faculty, have the following responsbilities:

1. Orientation of adjunct faculty to their responsibilities within the classroom;

2. Provision for adjunct faculty input and participation in division matters and interaction with other faculty members regarding professional concerns, questions, and problems;

3. Identification of adjunct faculty instructional needs as topics for workshops and seminars.

The Dean of Learning Resources is responsible for providing orientation to library services, policies and procedures as well as for development and implementation of individual and/or group instruction in areas of his responsibility.

The Dean of Student Services is responsible for providing a means of orientation relating to that office, such as information about grade reporting procedures and admission requirements.

The Dean of Off-Campus Instructional Programs and the Evening College Director are responsible for providing individual and/or small group general orientation to new adjunct faculty teaching evenings or at locations away from the main campus. This includes an orientation to the facilities, available equipment, college policies and procedures, and available services. The intent is not to replace prior orientation, but to supplement the orientation provided by other members of the committee. In addition, they have the responsibility of providing personalized follow-up, thereby assisting with the responsibilities assigned Division Chairpersons.

The Director should work with these individuals as a group and individually in order to coordinate the activities in such a way as to meet the objectives and the guidelines set forth for the program. The Director should also be responsible for compiling and distributing an adjunct faculty handbook, portions of which are prepared by various members of the committee.

Program Purpose

The purposes of the program for adjunct faculty should be: (1) to enable adjunct faculty to clearly understand the college they represent, (2) to help them become a more active participant in the college, and (3) to expand his/her professional capabilities in the classroom. More specificially, the objectives of this program include the following.

1. Adjunct faculty will understand enough about the college to knowledgeably represent it and play a more integral role in it. They will:
   a. Understand the philosophy, goals, mission and characteristics of community colleges so that they can interpret the implications regarding their role;
   b. Know enough about the goals and curriculum of their respective community colleges so that they can advise students regarding the relationship of their course(s) to the students overall program and goals;
   c. Be familiar enough with college facilities so that they can locate offices and give directions;
   d. Understand specific policies and procedures needed to carry out classroom responsibilities;
   e. Know how to locate information such as general policies, procedures, and personnel so that they can direct students to answers and
   f. Know what services and equipment are available to them.

2. Adjunct faculty will understand their professional responsibilities. They will:
   a. Understand course objectives well enough to plan and conduct the course to meet these objectives and to interpret them to students;
   b. Understand the parameters of the course regarding content and materials to be used so that the purpose of the course can be accomplished;
   c. Understand the level of student expectancy well enough to properly carry out instruction and advise and evaluate students; and
   d. Know their responsibility to students and to the college so that they can carry out these responsibilities.

3. Adjunct faculty will be provided assistance and information enabling them to expand their professional teaching capabilities. They will:
   a. Be provided opportunities for learning about various teaching methodologies and means of applying them in the classroom;
   b. Be encouraged and assisted to explore new strategies and techniques in the classroom; and
   c. Be provided opportunities for professional discussions attempting to identify classroom problems and means of satisfactorily handling these problems.

Outline of the Program

A semester length professional development program for adjunct faculty is presented in detail in Table 19. Included in this program are the identification of topics, objectives, activities, dates, full-time personnel responsible for each activity, and location. Whenever possible, two sessions of each activity should be provided to accomodate adjunct faculty and maximize participation. Preferably, each activity should be offered one afternoon during the week and on Saturday morning.

TABLE 19

PROFESSIONAL DEVELOPMENT PROGRAM
FOR ADJUNCT FACULTY

Approximate Date	Topic	*Objective	Activity	Personnel Responsible	Location
Summer-prior to start of semester	Professional responsibility: specific assignment	2-a,b,c,d	Individual meeting with Division Chairperson and/or Program Director	Division Chairpersons	Site of Instruction
Summer or 1st week of semester	College facilities, equipment, services, policies, procedures, personnel	1-c,d,e,f	Small group meeting with Off-Campus Dean, Evening Director and/or Professional Development Program Director; tour facility; introduce personnel; distribute handbook, calendar and catalog	Off-Campus Dean, Evening Director, Program Director	Site of Instruction
1st or 2nd week of semester	Part 1: College goals philosophy, programs, curriculum, academic responsibilities; Business Office and Student Service policies and procedures	1-a,b,d 2-d	General orientation session--meet personnel, slide-tape presentation	Program Director, Full-Faculty, all committee members	Main Campus

TABLE 19-Continued

PROFESSIONAL DEVELOPMENT PROGRAM
FOR ADJUNCT FACULTY

Approximate Date	Topic	*Objective	Activity	Personnel Responsible	Location
1st or 2nd week of semester (Con't)	Part II: College goals etc., related more specifically; pertinent mechanics of professional responsibilities; division objectives for year; adjunct faculty evaluation and other division matters	1-a,b,d 2-c,d 3-c	Meeting with adjunct faculty and full-time members of each division	Division Chairpersons	Main Campus
3rd week of semester	Topics of general orientation session	1-a,b,d 2-d	Slide-tape presentation for those unable to attend earlier session	Program Director, Off-Campus Dean, Evening Director	Site of Instruction
4th week of semester	Audio-Visual equipment, and usage	1-b 3-a,b	Small group, individualized workshop with A-V Coordinator; scheduled each night for one week	Dean of Learning Resources	Site of Instruction

TABLE 19-Continued

PROFESSIONAL DEVELOPMENT PROGRAM
FOR ADJUNCT FACULTY

Approximate Date	Topic	*Objective	Activity	Personnel Responsible	Location
Between 4th and 6th week of semester	General Orientation follow-up: Identify specific needs	1, 2 or 3	Individual contact, in person or by telephone	Division Chairpersons, Off-Campus Dean, Evening Director	Site of Instruction
Mid-Semester	Division concerns (i.e. materials, texts); sharing session of classroom problems, accomplishments, etc. relating to adjunct faculty	2-d 3-a,b,c	Division Chairperson and/or subject area meeting with adjunct and full-time faculty	Division Chairperson	Determined by division
After mid-semester	Classroom responsibilities	Evaluation 2-a,b,c,d	Individual meetings with Division Chairperson, classroom visits by appropriate Dean or Chairperson	Division Chairperson in conjunction with appropriate Dean	Site of Instruction

TABLE 19-Continued

PROFESSIONAL DEVELOPMENT PROGRAM
FOR ADJUNCT FACULTY

Approximate Date	Topic	*Objective	Activity	Personnel Responsible	Location
End of Semester	Evaluation of Professional Development Activities		Evaluation survey	Director of Professional Development programs for Adjunct Faculty	Mail

*Objective numbers relate to Objectives listed on pages 108 and 109

During succeeding years, the professional development program for adjunct faculty should include the basic orientation components for new adjunct faculty, and should also expand to include self-instructional materials to assist adjunct faculty expand their teaching capabilities. A major portion of this could be accomplished by the development of an Instructor's Manual designed for adjunct faculty.

This program should also be expanded to include audio-visual programs made available to adjunct faculty regarding specific aspects of the community college, such as student characteristics, and individual classroom concerns.

Consideration should be given to the idea of rewarding adjunct faculty who continually serve in a teaching capacity and who make efforts to improve their teaching abilities. And finally, provisions for input from adjunct faculty should continue to be an important aspect of the program.

Program Evaluation

Evaluation of the professional development program for adjunct faculty should be comprehensive and continual, and should be developed by the Program Director with input from all adjunct faculty and full-time personnel participating in the program. Adjunct faculty should anonymously evaluate the program each semester. Instructional administrators should evaluate the program from the results of student evaluations of adjunct faculty, as well as from their own viewpoint. The Director of Professional Development for Adjunct Faculty and his committee should consider all available forms of evaluation when planning for future semesters.

Materials that must be developed for this program include a handbook for adjunct faculty (Appendix G), an outline of professional development activities for adjunct faculty, a slide-tape presentation, and an evaluation form to be completed by adjunct faculty at the end of the semester. Minutes of divisional meetings and minutes of the faculty assembly should be distributed to adjunct faculty. In addition, college-wide communications believed to be pertinent to adjunct faculty should be distributed by the Director of Professional Development for Adjunct Faculty.

Committee members should also be responsible for the planning of program activities for succeeding semesters, incorporating recommendations received from adjunct and full-time faculty and from other full-time college personnel.

The second semester of such a program should be similar to the activities offered the first semester. The general orientation session should include the slide-tape presentation to new adjunct faculty or those who missed it completely the first semester. Division meetings with adjunct and full-time faculty should be held and a second meeting should be scheduled about mid-semester, and should be designed to consider adjunct faculty concerns. The Evening College Director, Off-Campus Dean and Director of Professional Development for Adjunct Faculty again provides follow-up. A seminar regarding audio-visual equipment should be provided where the need warrants, and the evaluation activities should also be conducted. In addition, "sharing sessions" should be planned at a time convenient for adjunct faculty but not necessarily on a division basis.

Evaluation should be an integral part of planning for all future aspects of the program because even though a professional development program needs continuity, it also must be flexible enough to meet the changing needs of adjunct faculty.

Additional Recommendations

The researcher recommends that the proposed model professional development program be tested prior to adoption by community colleges. The researcher further recommends that community colleges utilizing the aforementioned model should review and consider the following recommendations prior to program implementation:

1. Further identify and rank the specific professional development needs of their adjunct faculty, and implement first those activities which meet the greatest needs;

2. Seek input from representatives of both the adjunct and full-time faculty to assist with the determination of content, types of activities and methodology, and appropriate times and locations;

3. Before professional development activities that include improvement of teaching capabilities are implemented, the needs of students who are served by adjunct faculty should be identified and considered; in addition, full-time faculty should be extensively involved in the planning of this portion of any program for adjunct faculty.

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APPENDIX A

LETTERS TO COMMUNITY COLLEGE ADMINISTRATORS

Dear

In recent years adjunct (part-time) faculty have played an increasingly significant role within community colleges. But, there is little evidence that an effective methodology has been established to acquaint these professionals with the college they represent or to prepare them for the teaching responsibilities assigned them.

This letter is to request your participation in a state-wide survey to determine the needs and status of professional development activities for adjunct faculty, as perceived by both community colleges and their adjunct faculty. The study is designed to identify significant needs, and provide data necessary to establish guidelines for a model professional development program for adjunct faculty in Michigan Community Colleges.

Attached is a copy of the survey instrument for your review. I will telephone you the week of October 30, to answer any questions and hopefully obtain approval to include your institution in this study. Attached to the back of the questionnaire is a Community College Data Form to be completed by yourself. This form will not be included in the questionnaire provided adjunct faculty.

If you elect to participate, additional questionnaires will be mailed for distribution to approximately 15 percent of your adjunct faculty. Sufficient envelopes and return postage will also be provided.

I am requesting that you also "collect" the completed questionnaires for return mailing. This process will provide you with an opportunity to review the professional development needs identified by your adjunct faculty. A summary of the questionnaire results of all participating colleges will be mailed to you when the study is completed. At that time, you may wish to compare the needs of your adjunct faculty with the needs identified by other Michigan Community Colleges.

The questionnaire, and procedures for data analysis, guarantee anonymity of individual respondents and the data you supply will be used only as aggregate statistics for the final research project.

Your participation will be greatly appreciated. I will look forward to talking with you by telephone in the near future.

Sincerely,

James E. Fent
Assistant Dean of Instruction
Lake Michigan College

Dear

Thank you for your willingness to participate in our state-wide survey pertaining to professional development needs of adjunct faculty.

Enclosed are the questionnaires we discussed by telephone for distribution to members of your adjunct faculty. For your convenience, I am attaching another copy of the data form and questionnaire for your use.

It will be most helpful if the completed questionnaires are returned prior to November 30, 1978, in the enclosed self-addressed, stamped envelope(s). A complete analysis of the questionnaires cannot be accomplished until all responses have been received.

Your participation is greatly appreciated, and will contribute significantly to the results of this study.

Sincerely,

James E. Fent
Assistant Dean of Instruction

Enclosures

APPENDIX B

COVER LETTER TO COMMUNITY COLLEGE ADJUNCT FACULTY

Dear Adjunct Faculty:

The attached questionnaire is part of a state-wide survey regarding the needs and status of professional development activities for adjunct (part-time) faculty. The study is designed to identify significant needs, and provide data necessary to establish guidelines for a model professional development program for adjunct faculty in Michigan Community Colleges.

I am particularly desirous of obtaining your responses because as a member of the adjunct faculty at your institution you would be directly involved as a participant in such a program. Therefore, your reply will contribute significantly toward solving the problems community colleges face in this important area of education.

The procedure for data collection and analysis guarantee anonymity of individual respondents, and the data you supply will be used only as aggregate statistics for the final research report.

It will be most helpful if your completed questionnaire is returned, to the administrator distributing said questionnaire, prior to November 30, 1978. Other phases of this research cannot be conducted until a complete analysis of the questionnaires is accomplished.

If you have any questions about the questionnaire please do not hesitate to telephone me at (616) 927-3571, Ext. 211. Nights or weekends you may call collect at (616) 927-2156.

Thank you for your participation.

Sincerely,

James E. Fent
Assistant Dean of Instruction

Attachment

APPENDIX C

FOLLOW-UP LETTER TO COMMUNITY COLLEGE ADMINISTRATORS

Dear

In follow-up to our recent telephone conversation, I would again like to thank you for participating in our state-wide study. I am confident we will all benefit from the results.

I have received responses from several institutions and anticipate the receipt of more in the near future. Since I have not received the completed questionnaires from your school, I have decided to send this letter as a reminder. Be assured, your contribution will be most beneficial and greatly appreciated.

Best wishes for a joyous holiday season.

Sincerely,

James E. Fent
Assistant Dean of Instruction

APPENDIX D

COMMUNITY COLLEGE DATA FORM

COMMUNITY COLLEGE DATA FORM

PLEASE COMPLETE AND RETURN THIS FORM WITH YOUR COMPLETED QUESTIONNAIRE

College _____ Urban ____ Rural ____ K-14 ____

Current headcount enrollment ____

Number of adjunct faculty employed per semester/quarter ____

Average adjunct faculty salary per course ____

Average credit hours taught by individual adjunct faculty per semester or quarter — per sem. ____ or per qtr. ____

Ratio of adjunct faculty to full-time faculty ____ to ____

Approximate percent of adjunct faculty with previous teaching experience (prior to teaching at your institution) ____

Does your institution have a professional development program for adjunct faculty? ____Yes ____No

If no, does your institution include adjunct faculty in professional development activities provided full-time faculty? ____Yes ____No

Does your institution provide compensation for adjunct faculty participation in professional development activities? ____Yes ____No

List the key concerns and/or problems your institution has experienced with professional development activities for adjunct faculty.

1. _____
2. _____
3. _____
4. _____
5. _____

Title of individual responsible for adjunct faculty professional development at your institution _____

APPENDIX E

COMMUNITY COLLEGE ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Listed below are several areas of possible professional development needs for adjunct faculty. PLEASE CHECK [√] the boxes that indicate the extent to which you believe each item is or should be included in a professional development program at your institution.

I. GENERAL INFORMATION: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO INFORMATION ABOUT THE INSTITUTION AND ITS POLICIES

Adjunct Faculty's knowledge and understanding of:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Academic policy: grading exams, attendance, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. The College: its mission, goals & philosophy	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Purpose and implications of the opendoor philosophy	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Characteristics and educational needs of students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Guidance and counseling procedures and responsibilities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. Available services: secretarial, duplicating, library, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. Available funds for classroom and/or laboratory supplies	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8. Available use of facilities office space, conference rooms, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

II. INSTRUCTIONAL ACTIVITIES: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO INSTRUCTION

Providing adjunct faculty with information about:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Teaching methodology	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Course objectives	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Course content	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Preparation of examinations	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Development & remedial programs for students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. Developing audio-vidual materials	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. Developing and using individualized instructional materials	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8. Academic advising: responsibility and procedure	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9. Preparing classroom presentations and course syllabus	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
10. Evaluating and grading students	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

III. ADMINISTRATION: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO ADMINISTRATION

Providing adjunct faculty with information about:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Evaluation of adjunct faculty	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Salary schedule, benefits and method & procedure of payment	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Recruiting, selecting & releasing adjunct faculty	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Contract contingencies (i.e. course cancellation due to insufficient enrollments)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Authority & responsibility assigned adjunct faculty	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6. Conferences with supervisor	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7. Attendance at departmental meetings	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8. Utilization of college committees (i.e. instructional curriculum committee)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9. Availability of full-time faculty to assist adjunct faculty	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

IV. METHODOLOGY: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS RELATED TO METHODOLOGY AND IMPLEMENTATION OF A PROFESSIONAL DEVELOPMENT PROGRAM FOR ADJUNCT FACULTY

A. PLEASE CHECK FIVE methods below which you believe would be most helpful in providing the information and assistance indicated in the previous portion of this questionnaire

____Printed material (i.e. newsletter, handbook)

____General meeting of all adjunct and full-time faculty

____General meeting of all adjunct faculty

____Departmental meeting of adjunct and full-time faculty

____Departmental meeting of adjunct faculty

____Individual meeting with full-time faculty teaching same course(s)

____Assignment of a full-time "buddy" to assist with questions

____Audio-visual program made available for individual study

____Small discussion groups featuring specific areas of concern

B. PLEASE CHECK the times and days/evenings most suitable for the above activities

____Morning circle best day M T W TH F S

____Afternoon circle best day M T W TH F S

____Evening circle best day M T W TH F S

V. RECOMMENDATIONS: POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES AND METHODOLOGIES FOR ADJUNCT FACULTY

A. PLEASE CHECK FOUR of the goals listed below which you believe should be included in a professional development program for adjunct faculty

____Orientation to college academic and business procedures

____Orientation to college philosophy

____Orientation to college curriculum

____Orientation to college adopted teaching methods

____Orientation to college students

____Orientation to college equipment, facilities, services and personnel

____Assistance with development of course objectives, content and organization

____Professional training in varied teaching methodologies and strategies

____Other (Explain) _____

B. PLEASE CHECK the program which generally characterizes the type of professional development program that would best assist you

____College wide program

____Departmental program

____Individualized program

C. PLEASE CHECK the methodology that best describes the type of professional development program that would best assist you

____Administrative instructed

____Faculty instructed

____Consultant instructed

____Peer instructed

D. PLEASE CHECK whether you believe professional development programs for adjunct faculty should be

____Voluntary

____Mandatory

If neither (Explain)_____

_____

E. PLEASE CHECK the items that best describe the future direction you believe professional development programing should take at your institution.

____Expand and refine present program

____Require and/or reward participation

____Develop modules, films, cassettes and printed materials

____Offer more courses, workshops and/or seminars

____Develop a closer liaison with full-time faculty

____Integrate full-time and part-time professional development programs

____Supervise and evaluate more carefully

____Organize a professional development committee

____Develop manuals or handbooks

____Assign responsibility for professional development to a specific person

____Other (Please explain)_____

_____

This questionnaire was completed by: ____Community College Administrator

____Adjunct Faculty

PLEASE USE REVERSE SIDE FOR ADDITIONAL COMMENTS

THANK YOU FOR YOUR PARTICIPATION

APPENDIX F

SUMMATION OF QUESTIONNAIRE RESPONSES FROM COMMUNITY COLLEGE ADMINISTRATORS

SUMMATION OF QUESTIONNAIRE RESPONSES FROM COMMUNITY COLLEGE ADMINISTRATORS

I. GENERAL INFORMATION: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO INFORMATION ABOUT THE INSTITUTION AND ITS POLICIES

Adjunct faculty's knowledge and understanding of:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Academic policy: grading, forms, attendance, etc.	12	4	16	0	12	4
2. The College: its mission, goals & philosophy	11	5	10	6	8	2
3. Purpose and implications of the open-door philosophy	10	6	8	8	3	5
4. Characteristics and educational needs of students	10	6	6	10	5	1
5. Guidance and counseling procedures and responsibilities	6	10	8	8	6	2
6. Available services: secretarial, duplicating, library, etc.	12	4	16	0	12	4
7. Available funds for classroom and/or laboratory supplies	10	6	10	6	8	2
8. Available use of facilities office space, conference rooms, etc.	10	6	10	6	4	6

II. INSTRUCTIONAL ACTIVITIES: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO INSTRUCTION

Providing adjunct faculty with information about:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Teaching methodology	6	10	4	2	1	3
2. Course objectives	14	2	13	3	7	6
3. Course content	14	2	13	3	9	4
4. Preparation of examinations	8	8	6	10	6	0
5. Development & remedial programs for students	2	4	10	6	4	6
6. Developing audio-visual materials	12	4	8	8	5	3
7. Developing and using individualized instructional materials	10	6	7	9	2	2
8. Academic advising: responsibility and procedure	6	10	2	16	1	1
9. Preparing classroom presentations and course syllabus	10	6	10	6	2	8
10. Evaluating and grading students	12	4	8	8	5	3

III. ADMINISTRATION: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO ADMINISTRATION

Providing adjunct faculty with information about:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Evaluation of adjunct faculty	14	2	15	3	8	7
2. Salary schedule, benefits and method & procedure of payment	12	4	15	3	13	2
3. Recruiting, selecting & releasing adjunct faculty	8	8	14	4	7	7
4. Contract contengies (i.e. course cancellation due to insufficient enrollments)	8	8	16	2	15	1
5. Authority & responsibility assigned adjunct faculty	10	6	15	3	5	10
6. Conferences with supervisor	12	4	11	7	7	4
7. Attendance at departmental meetings	6	10	11	7	4	7
8. Utilization of college committees (i.e. instructional curriculum committee)	4	12	7	11	3	4
9. Availability of full-time faculty to assist adjunct faculty	3	3	18	0	2	16

IV. METHODOLOGY: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS RELATED TO METHODOLOGY AND IMPLEMENTATION OF A PROFESSIONAL DEVELOPMENT PROGRAM FOR ADJUNCT FACULTY

A. PLEASE CHECK FIVE methods below which you believe would be most helpful in providing the information and assistance indicated in the previous portion of this questionnaire

15 Printed material (i.e. newsletter, handbook)

0 General meeting of all adjunct and full-time faculty

3 General meeting of all adjunct faculty

12 Departmental meeting of adjunct and full-time faculty

2 Departmental meeting of adjunct faculty

14 Individual meeting with full-time faculty teaching same course(s)

10 Assignment of a full-time "buddy" to assist with questions

6 Audio-visual program made available for individual study

4 Small discussion groups featuring specific areas of concern

5 Individual meeting with appropriate Dean

B. PLEASE CHECK the times and days/evenings most suitable for the above activities

2 Morning	circle best day	M T W TH F (S)
7 Afternoon	circle best day	(M)(T)(W)(TH) F S
5 Evening	circle best day	(M)(T)(W)(TH) F S

Comments: Will meet at convenience of adjunct faculty

V. RECOMMENDATIONS: POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES AND METHODOLOGIES FOR ADJUNCT FACULTY

A. PLEASE CHECK FOUR of the goals listed below which you believe should be included in a professional development program for adjunct faculty

__8__ Orientation to college academic and business procedures

__12__ Orientation to college philosophy

__6__ Orientation to college curriculum

__6__ Orientation to college adopted teaching methods

__13__ Orientation to college students

__8__ Orientation to college equipment, facilities, services and personnel

__8__ Assistance with development of course objectives, content and organization

__4__ Professional training in varied teaching methodologies and strategies

____ Other (Explain)_____

B. PLEASE CHECK the program which generally characterizes the type of professional development program that would best assist you

__3__ College wide program

__9__ Departmental program

__4__ Individualized program

C. PLEASE CHECK the methodology that best describes the type of professional development program that would best assist you

__3__ Administrative instructed

__13__ Faculty instructed

____ Consultant instructed

____ Peer instructed

D. PLEASE CHECK whether you believe professional development programs for adjunct faculty should be

10 Voluntary

6 Mandatory

If neither. (Explain)_____

_____

E. PLEASE CHECK the items that best describe the future direction you believe professional development programing should take at your institution.

8 Expand and refine present program

0 Require and/or reward participation

3 Develop modules, films, cassettes and printed materials

2 Offer more courses, workshops and/or seminars

4 Develop a closer liaison with full-time faculty

5 Integrate full-time and part-time professional development programs

14 Supervise and evaluate more carefully

3 Organize a professional development committee

10 Develop manuals or handbooks

6 Assign responsibility for professional development to a specific person

___ Other. (please explain)_____

_____

This questionnaire was completed by: X Community College Administrator

___ Adjunct Faculty

PLEASE USE REVERSE SIDE FOR ADDITIONAL COMMENTS

THANK YOU FOR YOUR PARTICIPATION

APPENDIX G

SUMMATION OF QUESTIONNAIRE RESPONSES FROM COMMUNITY COLLEGE ADJUNCT FACULTY

SUMMATION OF QUESTIONNAIRE RESPONSES FROM COMMUNITY COLLEGE ADJUNCT FACULTY

I. GENERAL INFORMATION: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO INFORMATION ABOUT THE INSTITUTION AND ITS POLICIES

	NEED		PRESENCE		STATUS IF OFFERED	
Adjunct Faculty's knowledge and understanding of:	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Academic policy: grading exams, attendance, etc.	199	44	191	52	150	41
2. The College: its mission, goals & philosophy	184	59	162	81	140	22
3. Purpose and implications of the open-door philosophy	165	78	119	124	98	21
4. Characteristics and educational needs of students	179	64	122	121	104	18
5. Guidance and counseling procedures and responsibilities	199	44	109	134	68	41
6. Available services: secretarial, duplicating, library, etc.	199	44	155	88	111	44
7. Available funds for classroom and/or laboratory supplies	201	42	107	136	84	23
8. Available use of facilities office space, conference rooms, etc.	199	44	119	124	72	47

147

II. INSTRUCTIONAL ACTIVITIES: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO INSTRUCTION

Providing adjunct faculty with information about:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Teaching methodology	170	73	53	190	49	4
2. Course objectives	211	32	201	42	144	57
3. Course content	201	42	199	44	119	80
4. Preparation of examinations	163	80	55	188	41	14
5. Development & remedial programs for students	192	51	155	88	141	14
6. Developing audio-visual materials	179	64	106	137	85	21
7. Developing and using individualized instructional materials	179	64	65	178	55	10
8. Academic advising: responsibility and procedure	177	66	85	158	62	23
9. Preparing classroom presentations and course syllabus	158	85	72	171	55	17
10. Evaluating and grading students	165	78	86	157	65	21

III. ADMINISTRATION: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS FOR ADJUNCT FACULTY RELATED TO ADMINISTRATION

Providing adjunct faculty with information about:	NEED		PRESENCE		STATUS IF OFFERED	
	Needed	Not Needed	Is Offered	Isn't Offered	Satisfactory	Needs Expansion
1. Evaluation of adjunct faculty	221	22	153	90	102	51
2. Salary schedule, benefits and method & procedure of payment	208	35	187	56	153	34
3. Recruiting, selecting & releasing adjunct faculty	177	66	114	129	77	37
4. Contract contingencies (i.e. course cancellation due to insufficient enrollments)	213	30	136	107	115	21
5. Authority & responsibility assigned adjunct faculty	194	49	128	115	111	17
6. Conferences with supervisor	187	56	128	115	90	38
7. Attendance at departmental meetings	167	76	65	178	42	23
8. Utilization of college committees (i.e. instructional curriculum committee)	155	88	60	183	33	27
9. Availability of full-time faculty to assist adjunct faculty	187	56	140	103	123	17

IV. METHODOLOGY: AREAS OF POSSIBLE PROFESSIONAL DEVELOPMENT NEEDS RELATED TO METHODOLOGY AND IMPLEMENTATION OF A PROFESSIONAL DEVELOPMENT PROGRAM FOR ADJUNCT FACULTY

A. PLEASE CHECK FIVE methods below which you believe would be most helpful in providing the information and assistance indicated in the previous portion of this questionnaire

191 Printed material (i.e. newsletter, handbook)

75 General meeting of all adjunct and full-time faculty

114 General meeting of all adjunct faculty

126 Departmental meeting of adjunct and full-time faculty

143 Departmental meeting of adjunct faculty

179 Individual meeting with full-time faculty teaching same course(s)

87 Assignment of a full-time "buddy" to assist with questions

77 Audio-visual program made available for individual study

111 Small discussion groups featuring specific areas of concern

B. PLEASE CHECK the times and days/evenings most suitable for the above activities

123 Morning	circle best day	M	T	W	TH	F	S
55 Afternoon	circle best day	M	T	W	TH	F	S
65 Evening	circle best day	M	T	W	TH	F	S

V. RECOMMENDATIONS: POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES AND METHODOLOGIES FOR ADJUNCT FACULTY

A. PLEASE CHECK FOUR of the goals listed below which you believe should be included in a professional development program for adjunct faculty

145 Orientation to college academic and business procedures

89 Orientation to college philosophy

106 Orientation to college curriculum

97 Orientation to college adopted teaching methods

85 Orientation to college students

208 Orientation to college equipment, facilities, services and personnel

131 Assistance with development of course objectives, content and organization

136 Professional training in varied teaching methodologies and strategies

___ Other. (Explain)_____

B. PLEASE CHECK the methodology that best describes the type of professional development program that would best assist you

34 College wide program

137 Departmental program

72 Individualized program

C. PLEASE CHECK the methodology that best describes the type of professional development program that would best assist you

77 Administrative instructed

116 Faculty instructed

27 Consultant instructed

23 Peer instructed

D. PLEASE CHECK whether you believe professional development programs for adjunct faculty should be

172 Voluntary

71 Mandatory

If neither. (Explain)_____

_____

E. PLEASE CHECK the items that best describe the future direction you believe professional development programing should take at your institution.

82 Expand and refine present program

80 Require and/or reward participation

48 Develop modules, films, cassettes and printed materials

80 Offer more courses, workshops and/or seminars

128 Develop a closer liaison with full-time faculty

94 Integrate full-time and part-time professional development programs

60 Supervise and evaluate more carefully

26 Organize a professional development committee

87 Develop manuals or handbooks

23 Assign responsibility for professional development to a specific person

3 Other. (Please explain)_____

_____

This questionnaire was completed by: ___Community College Administrator

X Adjunct Faculty

PLEASE USE REVERSE SIDE FOR ADDITIONAL COMMETS

THANK YOU FOR YOUR PARTICIPATION

APPENDIX H

RECOMMENDED OUTLINE FOR ADJUNCT FACULTY HANDBOOK

Adjunct Faculty Handbook

In Chapter V the researcher recommended that community colleges develop a comprehensive handbook for distribution to adjunct faculty prior to the implementation of a professional development program. This recommendation was based on the large number of administrator and adjunct faculty respondents who suggested that the use of printed material would be the most helpful professional development component in providing the information and assistance they reported as desirable. Almost 94 percent of the administrators and 79 percent of the adjunct faculty indicated this methodology as their first choice. Because of its importance as a integral part of professional development programing and to assist community colleges with this task, a suggested outline has been developed by the researcher and is presented in the following pages.

I. Introduction

- A. Message from the Vice-President or Dean of Academic Affairs
- B. Office and Telephone Directory
- C. Academic Calendar

II. Adjunct Faculty--The Position

- A. Definition
- B. Professional Responsibilities
- C. Administrative Relationships
- D. Contract Procedures
- E. Payroll Information
- F. Forms to be Completed

G. Professional Development

H. Adjunct Faculty Evaluation

III. Administrative Policies, Procedures

A. Academic Policy

B. Grading Policy

C. Student Withdrawal Procedure

D. Administrative Withdrawal of a Student

E. Class Lists

F. Student Attendance

G. Faculty Attendance

IV. Academic Services

A. College Level Examination Program (CLEP)

B. Credit by Examination

C. Degrees Offered

D. Learning Resource Center

V. General Information

A. Office Space

B. Parking

C. Mail Delivery

D. Textbook Desk Copy

E. Bookstore

F. Instructional Supplies

G. Audio-visual Equipment

H. Printing and Duplicating

I. Tuition and Fees

J. Smoking Regulations

K. Lost and Found

Appendix

Learning Resource Center Procedures

Division Information

UNIVERSITY OF CALIF.
ANGELES

AUG 10 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES